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ABSTRACT

The implementation of the Detroit (Michigan) human rights curriculum at the high school level is done through a series of classroom activities and resources appropriate for high school students. Each of the lessons is structured around one of the 10 major goals identified in the curriculum and provides objectives, learner outcomes, activities, and resources. Understanding the interdependence of people is carried out by having students engage in activities designed to show that the needs and wants of all people are the same and are provided by the earth's finite resources that are the heritage of all humanity. Various activities are designed to help students understand the similarities of ethnic groups, such as the study of the traditional "rites of passage" for different cultures. Among many activities designed to develop an appreciation of the United Nations' Universal Declaration of Human Rights, students are asked to describe documents that protect them from injustice. An example of activities developed to understand how governments at the national, state, and local levels affect one's human rights, students role play a situation of conflict between two confederate states. To understand how human rights contribute to human dignity and self-esteem, students discuss and analyze laws and practices that were developed to protect either males or females and determine how they became "two-edged swords" that afforded and denied protection. (SM)

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DETROIT PUBLIC SCHOOLS
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HIGH SCHOOL GUIDE FOR TEACHING ABOUT HUMAN RIGHTS

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DETROIT PUBLIC SCHOOLS

FOREWORD

The current rise of the KKK and the Nazis bookstore that opened in Southwest Detroit caused a number of organizations, groups and individuals to petition the Central Board of Education through its Curriculum Committee to develop a course of study that taught about genocide and the evils of Nazism.

The Division of Educational Services was directed to research the issue and respond. Their response is listed below:

> The Division of Educational Services agrees with the position taken by the Detroit Human Rights Commission in its resolution regarding teaching about the evils of Nazism to Detroit Public School students and therefore we urge the Board to adopt the resolution.
>
> However, we recommend that the Detroit Public Schools engage in systematic curriculum development activities consistent with existing knowledge of child growth and development in order to offer greater assurance of the transfer of moral values and conflict resolution skills at suitable growth levels.

Subsequently, the Department of Social Studies was directed to examine all of the approved textbooks and to prepare a report on "Teaching About Man's Inhumanity To Man In The Detroit Public Schools: Racism, Violence and Genocide." This report cited the paucity of this data in elementary social studies textbooks and minimal inclusions in the middle school and high school textbooks.

The report also recommended:

1. Establish a committee of citizens and educators to examine existing programs and promising practices that teach about man's inhumanity to man.

2. Establish a committee to develop a Detroit Curriculum Plan for teaching about man's inhumanity to man.

3. Develop a training design and schedule.

4. Implement the Program.

The committee to Explore the Feasibility of Teaching About Man's Inhumanity to Man made the following recommendations:

1. Teaching about Man's Inhumanity to Man should not be a specific course. The concepts (to be specifically identified later) should be infused in the K - 12 curriculum of the Detroit Public Schools. The development and monitoring of this curriculum thrust should be the responsibility of the Department of Social Studies.

2. Change the title from Teaching About Man's Inhumanity to Man to Teaching About Human Rights.

3. Teaching about man's inhumanity to man should be initiated in the high schools first in order to give high school students the benefit of this instruction before they move into the world of work.

The committee composed of citizens and educators recommended twelve (12) goals to the Curriculum Committee. The Department of Social Studies, with the approval of the citizen's committee, was able to combine several concepts and eliminate some repetition and reduced the goals to ten (10).

Next the Department of Social Studies formed a task force, with educators from other regions, to develop activities and identify resources. The next step involved the development of an elementary, middle school and high school teacher's guide and a resource guide for all three levels.

Training will be provided for elementary, middle school and high school during August 1981. At these orientation sessions teachers will be given the appropriate guide and the resource guide. They will also be given our definition of human rights.

> Human rights are those essentials of human existence that are inherent in the species. They are moral claims that satisfy the basic needs of all human beings. Minimally, we see these moral claims to be: the rights to an existence, food, shelter, clothing, and to provide for ones self. These rights only provide for the basic essentials. Ideally, however, all humans should have the social, political, economic, and cultural rights described in the Universal Declaration of the Rights of Man.

At the orientation sessions, all of the teachers and administrators will be encouraged to implement this program and make a maximum effort to influence their peers. The Department of Social Studies will inform them that it will monitor this program in the schools and will provide, upon request, supportive services in the area of staff development.

The high school teacher's guide and certain portions of the resource guide could not have been developed without the leadership of Mrs. Evelyn Nash, secondary social studies supervisor and the contributions of the other members of the high school writing team: Ms. Jean Brandt, Central High School and Mr. Ronald Mills, Pershing High School.

Ms. Juanita Bilinski, Audio Visual Education, Mrs. Jean Sherman, School Libraries and Mr. Paul Bielich, School Libraries, contributions to the resource guide were significant and deserve a great deal of thanks for their collaborative efforts.

The Department of Social Studies is especially grateful for the guidance and support given by Dr. Lewis E. Ellis, Divisional Director for Curriculum Development and Services, Dr. Marvin L. Greene, Assistant Superintendent for Curriculum and Staff Development, and Dr. Melvin Chapman, Deputy Superintendent, Division of Educational Services, in this seminal curriculum development effort.

Norman McRae
Director
Department of Social Studies

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TEACHING ABOUT HUMAN RIGHTS

Goal : 1.0 To develop the understanding that all people are interdependent.

Objective : 1.1 Acknowledge that all people are part of one global community, dependent on one body of resources and bound together by the ties of a common humanity.

Grade Level: High School

Terminal Objective(s): Students will be able to:

1.1.1 List those elements which are necessary to all human life.

1.1.2 Give examples of how social institutions like

- a. the family
- b. government
- c. education
- d. economics
- e. religion

vary, but are present among all people of the earth.

1.1.3 List ways in which our lives are directly affected by the activities of people around the world.

1.1.4 Identify where a given list of natural resources comes from.

1.1.5 Explain how their lives would be changed if the United States could no longer import resources and products from other parts of the globe.

*** Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
1.1.1	1. Using brainstorming techniques, ask students to list all the needs and wants of any human society. 2. Categorize the above needs and wants into the following areas: a. primary needs and b. secondary needs.	

T.O.	ACTIVITIES	RESOURCES
1.1.1	3. List the five universal social institutions found in every society on the board (government, religion, economy, education, family) and explain them. Ask students to discuss how these institutions provide for the above-listed needs.	
	4. Use the societies listed below to study how the institutions function to meet the basic needs of the community. a. the Eskimo b. your region or city c. ancient Rome or Greece d. Hebrews e. Old South (system of slavery)	
1.1.3	1. Ask students to make a list of events in history which had the most significant effect on large numbers of people throughout the world. Suggestions: discovery of fire, printing press, evolution of the alphabet, discovery of atomic power, development of money, etc.	
	2. Rank order the top five items of the above list and explain how that ranking was decided.	
	3. For the first few minutes of class each day ask students to report on current events of significant importance in the world.	
1.1.4	1. Read to the class Ralph Lynd's article called "100% American." Ask students to discuss its ideas.	"100% American" Resource Sheet (see Appendix)
	2. Ask students to list those items in their daily lives which they use but are imported. What percentage of the significant items in daily use are imports?	

T.O.	ACTIVITIES	RESOURCES
1.1.4	3. Students will list natural resources and determine which products are made from them.	
1.1.5	1. Students will map the sources of natural resources listed above.	
	2. Speculate on the following imaginary incident and discuss the effects: Agent Orange causes the destruction of all trees in the country which are over eight inches in diameter.	
	3. Using today's newspaper, ask students to speculate about other possible worldwide disasters and discuss the effects. Speculate how such disasters would affect the five institutions previously mentioned.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 1.0 To develop the understanding that all people are interdependent.

Objective : 1.2 Affirm that the resources of the globe are finite, not infinite, and that they are the heritage of no one nation or generation, but all peoples, nations and of posterity.

Grade Level: High School

Terminal Objective(s): Students will be able to:

1.2.1 Define renewable and non-renewable resources.

1.2.2 Divide a list of natural resources into two categories, renewable and non-renewable.

1.2.3 Describe possible effects on future generations resulting from not conserving resources.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
1.2.1 1.2.2 1.2.3	1. Ask students to discuss whether fuel is a renewable or non-renewable resource and list the sources of fuels.	
	2. Research the various types of fuels in use in the world. Report on the research.	
	3. Speculate on the possible outcomes of running out of several significant fuel sources. What alternatives would be possible?	
	4. Using the audiovisual listing, select a film on conservation of natural resources for viewing. Discuss what was shown.	See audiovisual listing

TEACHING ABOUT HUMAN RIGHTS

Goal : 1.0 To develop the understanding that all people are interdependent.

Objective : 1.3 To explain that the exploitation of the poor by the rich, and the weak by the strong violates our common humanity and denies to large segments of society the blessings of life, liberty and happiness.

Grade Level: High School

Terminal Objective(s): Students will be able to:

1.3.1 List some groups which have been exploited in the United States.

1.3.2 Explain how exploitation has prevented them from fully participating in society.

1.3.3 Describe how exploitation of lesser developed countries prevented the growth and independence of their people.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
1.3.1	1. Make a listing of all the ways the world's people can be categorized (sex, age, race, ethnicity, religion, economic class, etc.).	
1.3.2	1. Look at social stratification in one society compared to another. (There are no really classless societies.) Examples might include: the Indian caste system, the political hierarchy of the Soviet Union, the American socio-economic class system. Ask students to determine the relationship of persons to each other at each level.	
1.3.3	1. Define exploitation and determine the ways in which individuals, groups and societies can be and have been exploited at the bottom of each hierarchy. 2. Ask students to nominate and defend their choices of the six most "powerful" nations in the world. What criteria are being used to make the decision?	

Goal : 1.0 To develop the understanding that all people are interdependent.

Objective : 1.4 Recognize a moral obligation to strive for a more prudent and more equitable sharing of the resources of the earth in order to ameliorate poverty, hunger and disease.

Grade Level: High School

Terminal Objective(s): Students will be able to:

1.4.1 Define morals.

1.4.2 Explain, using a chart, the current distribution of natural resources.

1.4.3 Defend a plan for more equitable sharing.

1.4.4 Describe possible consequences which might occur if a more equitable sharing does not take place.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
1.4.1	1. Students should discuss and decide whether the following historical **situations** were morally right or wrong: a. dropping the A-bomb on Hiroshima b. slave trade c. privateering d. refusal to permit refugees into a country.	
	2. Ask students to develop one rule to guide interaction between people and nations. Is it possible to set up a single standard of morality? Discuss.	
	3. Distribute the "Making Choices" sheet to each student. Ask them to decide what to do in each of the 15 cases. Why did they decide as they did?	"Making Choices" Resource Sheet (see Appendix)
1.4.2	1. Select the six "least powerful" nations in the world and determine what criteria are being used to make the decision.	

T.O.	ACTIVITIES	RESOURCES
1.4.2	2. Compare and contrast the listing of six least powerful nations with the six most powerful nations list. Determine what criteria puts them in their categories. How are they different? (e.g. powerful have resources; weak nations need resources.)	
1.4.3 1.4.4	1. Debate the topic: "Should the powerful nations meet the needs of the weak nations?" a. If they should, what are the possible consequences of such a decision and how would it be done? b. If they should not, what are the possible consequences of such a decision? Do the powerful nations have any responsibility to the weak nations?	

TEACHING ABOUT HUMAN RIGHTS

Goal : 1.0 To develop the understanding that all people are interdependent.

Objective : 1.5 Describe our responsibility to help create conditions which will make for peace and security and to build more effective machinery for keeping peace among nations.

Grade Level: High School

Terminal Objective(s): Students will be able to:

- * 1.5.1 Define "armaments race."
- * 1.5.2 List the present destructive ability of humanity with regards to weaponry.
- * 1.5.3 List 5 possible outcomes of the full scale use of that weaponry in a world-wide conflict.
- * 1.5.4. Describe some of the present efforts of the United States regarding peace keeping.
- * 1.5.5 Describe some of the present efforts of the United States to make the world a more peaceful place.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
1.5.1 1.5.2	1. Ask students to list the reasons why countries and people own weapons. Use all the possible verbs to describe the purposes of weapons (to kill, protect, threaten, defend, etc.). Determine whether the purposes are more heavily positive or negative.	
	2. Simultaneously develop two lists: a. Why do people buy guns? b. Why do nations arm? Develop them together.	
	3. Ask students to write a well-developed paragraph on the question, "What is the purpose of war?"	
1.5.3	1. What has been the outcome of the proliferation of handguns in America and in the global arms race? Is there a parallel between ease of access to arms locally and internationally? Compare mortality rates for various countries which are due to violence.	

T.O.	ACTIVITIES	RESOURCES
1.5.3	2. Determine five possible outcomes of the full-scale use of weaponry in a world-wide conflict and rank order them on a continuum from least destructive to most destructive consequence (total annihilation of population, disturbance of eco-system, dislocation of populations).	
	3. Using the bibliography of library resources, select a book on the topic of conflict or full-scale use of weaponry. Report on the book to the class. What "lesson" does this book impart?	Library Resource List
	4. a. write a story b. draw a cartoon c. develop a skit d. write a poem e. sing a song and interpret its lyrics f. write an editorial reply based on one of the consequences of the full-scale use of weaponry.	
1.5.4 1.5.5	1. Using a world map, locate American military bases around the world.	
	2. Make a list of activities in which the United States engages with other countries. Identify them as economic, cultural, political.	
	3. Explain: What are the global conditions under which peace is probable and/or war would not be useful? Does war serve a function?	

T.O.	ACTIVITIES	RESOURCES
1.5.4 1.5.5	4. Discuss the following: Is it possible for the world to set up a condition where war has no purpose? What would have to be true about the world and its communities that would make war purposeless?	
	5. Determine what the United States has done about: - food for the world - educating the people of the world - availability of needed resources throughout the world.	
	6. Using the audiovisual listings, select a film on an organization which seeks to help others in the world such as CARE or the PEACE CORPS.	Audiovisual Resource List
	7. Read and discuss the Covenant of the League of Nations and the repercussions of the refusal of the United States Senate to ratify the treaty.	American history or world history texts

TEACHING ABOUT HUMAN RIGHTS

Goal : 1.0 To develop the understanding that all people are interdependent.

Objective : 1.6 Deplore the reliance on force to settle disputes between nation states and between rival groups.

Grade Level: High School

Terminal Objective(s): Students will be able to:

* 1.6.1 Explain how World War I failed to settle any real disputes among nations and the results and effect of the peace treaty which ended it.

* 1.6.2 Discuss why settling a dispute by force won't necessarily cause rivals to communicate with each other.

* 1.6.3 Devise a plan for increasing communication between parents and children, teachers and their class, a mayor and a city worker's union.

1.6.4 Defend a position which agrees or disagrees with the statement: "Some disputes must be settled by force."

* 1.6.5 Explain, using prisons as an example, how the presence of force as the only way to settle disputes can cause problems.

* 1.6.6 Describe a communication network which would prevent a nuclear war.

*** Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
1.6.1	1. Read Wilson's Fourteen Points and deductively determine the cause of World War I. Which of these causes of war have been settled and which have not? 2. After World War I the United States had the choice of doing nothing or doing something to prevent another global war. What did the U.S. decide and what were the consequences of that decision? (Remember: not to decide is to decide.)	

T.O.	ACTIVITIES	RESOURCES
1.6.1	3. Discuss the implications of the idea that problems are not only caused when bad men do something but when good men do nothing.	
1.6.2	1. Discuss the consequences that led to World War II as a result of the Treaty of Versailles being a dictated peace.	
	2. List reasons why it was hard to set up good lines of communication between the winning nations and the vanquished after World War I. What were the consequences of poor communications?	
	3. In what way was the League of Nations, whose purpose was to prevent settlement of disputes by force, set up as an international vehicle for communication between nations?	
1.6.3	1. Make a list of resources that are available on the family, local, national and international level for the resolution of disputes.	
	2. Using skits or charades, have students enact scenes where poor communication is occurring. Have other students in the class determine where the problem lies.	
1.6.4	1. Split the class into two groups. Assign one group the favorable position of using force to settle disputes while the other group will defend the negative position of using force to settle disputes. Brainstorm the "pros" and "cons" of such positions.	
1.6.5	1. After completing the above activity, ask students to apply the "negative positions" to prisons and relate these positions to the cause of prison problems.	

T.O.	ACTIVITIES	RESOURCES
1.6.5	2. Discuss prison riots and make a list of conditions which may be responsible for such riots.	
	3. List methods or means of redress available to institutionalized persons.	
1.6.6	1. Students are to define and describe the functions of embassies, the United Nations, the international press, etc., and relate their functions to world communications.	
	2. Discuss methods of communicating between heads of governments to prevent conflicts which may lead to war or grave consequences.	
	3. For the period of a month, prepare a bulletin board using newspaper articles related to foreign visitors who meet with the President or top government officials. Be careful to show pre-visit clippings indicating the proposed reasons for the visit. Then include clippings indicating what was discussed and what agreements were made. Discuss how each visit affects U.S. citizens eventually if at all. Did the visitors feel their visits were worthwhile or successful?	
	4. Discuss how citizens of different countries might use the media to prevent war or nuclear war as a possibility of future world directions.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 1.0 To develop the understanding that all people are interdependent.

Objective : 1.7 Defend the right of the world's citizens to be free of terrorism and violence and foster the development of a world based on law and international order.

Grade Level: High School

Terminal Objective(s): Students will be able to:

- * 1.7.1 Describe how acts of terrorism further the feelings of distrust and hatred among rival groups.
- * 1.7.2 Explore alternatives to terrorism which might be instituted by the World Community.
- * 1.7.3 List three reasons why groups may resort to terrorism.
- * 1.7.4 List five ways in which the International Community could work together to control terrorist groups.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
1.7.1	1. Ask students to list the general types of reasons for differences between groups. After completing general reasons, select specific groups which share a feeling of distrust because they are rivals. Explain their differences of opinion.	
	2. The teacher should list on the chalkboard the major religions of the world and assist students in spelling out their major differences and similarities. Violent historical events related to religion, such as the Crusades, the Reformation, Inquisition, Holocaust, etc., should be discussed. Have students explain their reasons for occurring, similarities, and differences.	
	3. Using brainstorming techniques, ask students to list the various types of activities which could be called "terrorist acts."	Clair Sterling, "Terrorism," New York Times Magazine, March 1, 1981, p. 16+.
	4. After listing the different acts of terror, students are to determine whether these acts are political, social, economic or religious.	

T.O.	ACTIVITIES	RESOURCES
1.7.2	1. Students are to list and discuss instruments available to dissidents or potential terrorists to express their concerns and mention legal means of forging change.	
	2. Discuss reasons certain groups feel that terrorism is their only means of communication and list more peaceful means of effective communication.	
1.7.3	1. Research the following individuals and groups to determine why terrorism is their means of seeking change. Italy: Alberto Franceschini - Red Brigades Middle East: George Habash - Popular Front for the Liberation of Palestine Japan: Fusako Shigenobu - Red Army Ireland: David O'Connell - Irish Republican Army Germany: Christian Klar - Baader-Meinhoff Gang	
	2. Discuss the following quotes tied to leaders of various terrorist organizations. - "Violence is the only road to social change." - "Now is the time to tell the imperialists that armed struggle is the only humanistic way to advance the cause of oppressed people. . ." - "Armed struggle is necessary to create and develop the new class struggle."	
1.7.4	1. International agreements (treaties, covenants and protocols) are used to modify behavior associated with wars, commerce, religious activities, etc. Students are to discuss the language of international agreements to control terrorist groups and joint action taken by the international community to prevent or lessen terrorist activities. (Individual or joint actions may entail sanctions, fines or accommodation for terrorist activities.)	

TEACHING ABOUT HUMAN RIGHTS

Goal : 1.0 To develop the understanding that all people are interdependent.

Objective : 1.8 Develop the skills and assume the responsibilities which will enable them to live in and cope with an interdependent age utilizing solutions which are technologically advanced and energy efficient.

Grade Level: High School

Terminal Objective(s): Students will be able to:

- * 1.8.1 List sources they could use to keep themselves informed about international issues.
- * 1.8.2 Describe what action they will take on a regular basis which will demonstrate their commitment to living in an interdependent world.
- * 1.8.3 Describe the possible results of a decision made without considering the international repercussions.
- * 1.8.4 List some of the possible results of solving problems in ways which are not technologically advanced and energy efficient.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
1.8.1	1. Students will use newspapers, magazines, radio and television to write short reports on international events and issues.	
1.8.2	1. Students will list the sections of newspapers, television and magazines where international issues and events can be found.	
	2. Students will select five different international issues and list all of the nations and groups that can be affected by that event. They will then list the possibilities of ways that the event could mushroom into other headlines and events.	
1.8.3	1. Students will discuss the consequences or ramifications of the following suppositions: - OPEC increases the price of oil to $100 a barrel; - the American government drops all regulations limiting pollution; - Japan cuts the price of their automobiles by $1,000 - The U.S. or Soviet Union resumes atmospheric nuclear testing;	

T.O.	ACTIVITIES	RESOURCES
1.8.3	1. - the U.S. refuses to send foreign aid to Third World countries; - cessation of all foreign or international trade. What other headlines would have serious international repercussions?	
1.8.4	1. Students are to contrast solutions to problems which do not employ technology and energy efficiency with those solutions which do employ technology and energy efficiency and attempt to measure trade-offs and cost benefits. Example: mining for coal through the use of human power as contrasted with heavy equipment.	

Goal : 1.0 To develop the understanding that all people are interdependent.

Objective : 1.9 Recognize that common human needs and hopes underlie cultural, national, racial, religious, ethnic and linguistic differences.

Grade Level: High School

Terminal Objective(s): Students will be able to:

1.9.1 List the basic needs of humanity.

1.9.2 Compare the characteristics of the American culture to a non-western culture and show how they both meet the basic needs of their people in different ways.

1.9.3 Give examples of ways in which cultures have structured the institution of education, the family, government, religion and economics.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
1.9.1	1. The teacher will put the following headings on the chalkboard: personal, family, religious, political, economic, educational, national. Students will list "needs" associated with each topic.	
1.9.2	1. The students are to describe the life style of any particular group of Native Americans of over 100 years ago. They should discuss living quarters, family relationships, money system and social relationships. After doing this, students should compare their life style with other American groups at that time.	
	2. Students will point out similarities and differences between the two groups.	
	3. Read "As Others See Us" to the class. Discuss the implications.	"As Others See Us" Resource Sheet (see Appendix)

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T.O.	ACTIVITIES	RESOURCES
1.9.2	4. Distribute to each student a copy of "How Cultures Vary. . . Examples." Ask students to complete the exercises, then discuss the implications.	"How Cultures Vary. . . Examples"
	5. Read off the ten examples from "Cultural Differences in the Expression of Emotion." After each, ask students to write which emotion is being described. Give the answers and discuss the differences.	"Cultural Differences in the Expression of Emotion"
1.9.3	1. Students will describe the traditional training of young Native American men and women and compare it with their own educational system.	
	2. Students will describe the hierarchy (pecking order) of Native American tribes and compare it with the structure of their city government.	
	3. Compare family structures which are matrilineal with those which are patrilineal. Explain the implications of each.	
	4. Compare the traditions and customs associated with one religion with others which are vastly different.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 1.0 To develop the understanding that all people are interdependent.

Objective : 1.10 Recognize that respecting others who are different enriches rather than diminishes each member of the family.

Grade Level: High School

Terminal Objective(s): Students will be able to:

1.10.1 Describe how individual differences are often used to insult and diminish individuals.
1.10.2 Explain why individual differences are important to the world.
1.10.3 Give examples of "the differences" of famous persons and show how those differences helped that person contribute to humanity.
1.10.4 Explain how members of a family might be different and how they might use their differences to help the family.
1.10.5 Identify what the possible results are of efforts to make everyone "the same."

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
1.10.1	1. Students shall role play two different personalities, one pointedly arrogant and the other accommodating. The purpose of the role play will be to see which personality will attempt to inculcate his/her attitude on the other. A class discussion should follow the first signs of submission.	
1.10.2	1. Read Emma Lazarus' "The New Colossus." Why is it associated with the United States?	"The New Colossus" (See Appendix)
1.10.3	1. Students will brainstorm the most "important" people in the world and discuss the need for these individuals and their contributions to the welfare of humanity. 2. Ask students to make a "Most Different People" list starting with "A" and working through "Z." Ask students to identify the difference that allowed each person to be listed and determine what part that difference played in that person's fame. Determine the implications involved.	

T.O.	ACTIVITIES	RESOURCES
1.10.4	1. Each student is to point out the talents or strong points of each member of their family and discuss how these attributes have helped the family.	
1.10.5	1. The teacher will state the following supposition to the class to be followed by discussion. "Everyone is the same weight, height, age, the same I.Q., interests and play only soccer. What kind of world would this be?"	
	2. Discuss: A small group of people are isolated in an uninhabited location because of a plane crash. It appears to be an island with no nearby neighbors. Ideally, what would be optimal differences among the group which would make chances of survival greater and of the best possible quality under the circumstances?	

TEACHING ABOUT HUMAN RIGHTS

Goal : 2.0 To develop the understanding that all ethnic groups are unique and are worthwhile.

Objective : 2.1 List aspects of the culture which are unique to the group and differentiate them from all other ethnic groups.

Grade Level: High School

Terminal Objective(s): Students will be able to:

2.1.1 Identify the many aspects of culture.

2.1.2 List, using Jews as an example, aspects of Jewish culture which are unique.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
2.1	1. Make a list of all those things which constitute a culture.	
	2. Using the above list, identify those aspects of culture which are "American." Are any items from the above list "not applicable"?	
	3. Identify those aspects of "American" culture which are regional.	
	4. Using the lecture technique, the teacher will explain the roots of common religious denominations found in the United States. The purpose will be to form a historical basis on which to understand the Judeo-Christian tradition. It can easily be shown through the use of a tree drawn on the board with its roots and branches. After the teacher has developed the historical background, each student should place his/her own denomination on the tree (when applicable). Using resources on "Religions in America," students should research their own religions or the religion or church they are interested in researching and prepare a report containing: founder, date of founding, where begun, why, organizational	"Religions in America"

TEACHING ABOUT HUMAN RIGHTS

Goal : 2.0 To develop the understanding that all ethnic groups are unique and are worthwhile.

Objective : 2.2 Explain the customs which are unique to the group.

Grade Level: High School

Terminal Objective(s): Students will be able to:

2.2.1 List customs associated with birthday celebrations in the United States.

2.2.2 Identify, using Serbians as an example, a custom which is unique.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
	structure, doctrines, basic unique beliefs, rituals and ceremonies, symbols, membership, treatment of women and minorities, role of children, holydays.	
	5. In the section on communication, study the word chart and families of words.	David Weitzman and Richard E. Gross, The Human Experience (Boston: Houghton Mifflin Co., 1974), p. 276.
	6. To study the science of language, show the film, "Alphabet Conspiracy," to the class. Discuss the ideas presented.	"Alphabet Conspiracy" - Parts I and II, S1702, 60 minutes, Color.
	7. Ask students to split into small groups. Direct each group to list ten words which are found in every language. Explain why the ten were chosen. Select ten verbs, nouns, adjectives, pronouns. Ask each group to report. Try to reach consensus on one list of ten words which are universal by selecting from the group lists. Using foreign language dictionaries, translate the ten words into other languages.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 2.0 To develop the understanding that all ethnic groups are unique and are worthwhile.

Objective : 2.3 Describe the style of traditional dress which distinguishes this group from all others.

Grade Level: High School

Terminal Objective(s): Students will be able to:

2.3.1 Distinguish between traditional and modern dress by giving examples of each.

2.3.2 Describe, using Nigerians as an example, their unique style of dress.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
	8. Make a list of terms which are borrowed directly from other cultures and have been incorporated into our own.	
	9. Develop a list of English terms which vary according to region (pop/soda, pancakes/hotcakes, etc.).	
	10. Plan an ethnic menu for the school lunchroom which will include breakfast and lunch and will be balanced and nutritious containing the basic four food groups. Divide the class into competing groups to plan the widest ethnic variety of foods yet which is appealing. Special attention should be given to the use of non-traditional American foods.	
	11. Plan a menu that is totally American and has not borrowed foods from other ethnic groups.	Heritage Cook Book (Better Homes & Gardens)
	12. Chart the food you eat for an entire day. Determine what ethnic groups are responsible for introduction of the various foods you eat. From which countries are the foods imported?	

TEACHING ABOUT HUMAN RIGHTS

Goal : 2.0 To develop the understanding that all ethnic groups are unique and are worthwhile.

Objective : 2.4 List the foods or traditional dishes which are special to the group.

Grade Level: High School

Terminal Objective(s): Students will be able to:

2.4.1 Identify, using Mexico as an example, traditional special dishes of Mexicans from a list of foods.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
	13. Consult various cookbooks for recipes for stew as it is prepared in various countries around the world. Look at the ingredients. Determine which are always present. Why? Determine which change. Why? 14. What are the various names of hot dog-like products around the world? (Consider kielbasa, bratwurst, sausage, pepperoni, etc.) 15. Look at the traditional types of food served for an American holiday (like Thanksgiving). Determine where these foods originated. How many are now accepted as typical American dishes? 16. Design a "Buy American" luncheon where only those foods used are either grown or produced in the United States. What items did you have to exclude? What items remained? 17. Study the various customs and traditions associated with funerals. What aspects are regional, religious, ethnic? What is the traditional American funeral like? What events precede and follow it?	

TEACHING ABOUT HUMAN RIGHTS

Goal : 2.0 To develop the understanding that all ethnic groups are unique and are worthwhile.

Objective : 2.5 Identify traditions which are unique to the group.

Grade Level: High School

Terminal Objective(s): Students will be able to:

2.5.1 Define "traditions" and give examples.

2.5.2 Identify, using American Indians as an example, traditions, which are unique to specified nations.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
	18. For one week ask students to clip illustrations of present clothing styles from newspapers and magazines. Place them either on posterboard or the bulletin board. By looking at history and other books, trace these styles of clothing to their origin. How universal are clothing styles around the world? Explain why different styles of clothing are suitable to their particular climates and lifestyles.	
	19. Split the class into groups. Ask one group to draw or bring to class illustrations of "American" architecture. Ask each of the other groups to bring in illustrations of the various regions of the United States. Account for the similarities and differences.	
	20. As the United States was being settled, various styles of housing was developed to fit the land and climate. Use an American history text to identify the types of housing which provided shelter in this country.	American history texts

TEACHING ABOUT HUMAN RIGHTS

Goal : 2.0 To develop the understanding that all ethnic groups are unique and are worthwhile.

Objective : 2.6 List and identify people belonging to the ethnic group who have made a contribution to society.

Grade Level: High School

Terminal Objective(s): Students will be able to:

2.6.1 List, using Black Americans as an example, Blacks who have made important contributions to humanity and their contributions.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
	21. The calendar has many days listed which are considered important days for various ethnic, religious and other groups. Make a list of "American" holidays. Add to the list those days which have significance for other groups. Which "American" holidays are really "borrowed" from other groups?	
	22. Make a list of those inventions and technological advances which are significant. Identify their founders.	
	23. Using the almanac, study the list of Nobel Prize winners. Select persons from the list and prepare a report on their achievements. Share the material with the class.	Almanac Encyclopedia
	24. The Spincarn Medal has been awarded annually since 1914 by the N.A.A.C.P. for the highest achievement by a Black American. Students should select individuals from the list and prepare a report on their work. Share the information through a bulletin board display.	Almanac

TEACHING ABOUT HUMAN RIGHTS

Goal : 2.0 To develop the understanding that all ethnic groups are unique and are worthwhile.

Objective : 2.7 Identify customs or traditions which have been adopted from the group and accepted into our culture.

Grade Level: High School

Terminal Objective(s): Students will be able to:

2.7.1 Describe Christmas customs in Germany and explain which ones have been adopted as American customs.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
	25. Ask students to list the various stages of life. Define each age group by indicating when it begins and ends physically and legally. What special events mark the beginning and end of adolescence and the entry into adulthood as seen in religion, legality, economics, education and social life?	
	26. Put the age numbers 11 - 21 in a list, one under each other. Next to each number, list those activities which occur at each age, e.g., voting, age of consent, able to drink legally, enter high school, get a paper route, obtain a work permit, take driver's training, etc.	
	27. Contrast the "rites of passage" for adolescence and for old age. How do you feel about the stage of life you are presently in? What do you think about when you think of growing old? Who will look after you? Discuss.	

Goal : 2.0 To develop the understanding that all ethnic groups are unique and are worthwhile.

Objective : 2.8 Understand the contributions each ethnic group has made to our world.

Grade Level: High School

Terminal Objective(s): Students will be able to:

2.8.1 List, using the Chinese as an example, the contributions to humanity made by the Chinese.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
	28. Distribute "100% American" to each student. Discuss the contributions to everyday life made by others.	"100% American" Resource Sheet (see Appendix)
	29. Read "As Others See Us" to the class. Contrast the life style of Americans with those of others as reported in the paper. Are any of the features listed the result of our "American" culture? Discuss.	"As Others See Us" Resource Sheet (see Appendix)

Goal : 3.0 To develop an awareness of the United Nations' Universal Declaration of Human Rights and the Declaration of the Rights of the Child as a goal for world peace and cooperation.

Objective : 3.1 Identify the major international human rights documents.

Grade Level: High School

Terminal Objective(s): Students will be able to:

3.1.1 Identify by name the two most important human rights documents of the United Nations.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
3.1.1	1. Ask students to name and describe as many documents as possible which protect them from injustice.	U. S. Constitution
	2. Using the above list, students should identify whether the documents are local, national or international in scope and explain why these documents are needed on all levels.	Universal Declaration of Human Rights
	3. For those documents with preambles, students should compare and contrast the preambles.	Declaration of the Rights of the Child
	4. Divide students into groups. Ask each group to devise a chart which lists similarities and differences in the content of the documents.	Uniform Code of Student Conduct
	5. Develop a list of universally observed events which recognize the rights and achievements of certain groups of people (sex, age, occupation, familial roles).	Human Rights Calendar (see Appendix)
	6. Identify the rights that each of the above groups ought to have because of their status. Explain.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 3.0 To develop an awareness of the United Nations' Universal Declaration of Human Rights and the Declaration of the Rights of the Child as a goal for world peace and cooperation.

Objective : 3.2 List the provisions of the Declaration of the Rights of the Child.

Grade Level: High School

Terminal Objective(s): Students will be able to:

3.2.1 Identify, given a list of possible choices, what 10 elements are contained in the Declaration of the Rights of the Child.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
3.2.1	1. By brainstorming, have students list all the rights they believe children anywhere in the world ought to have. 2. Compare the list of children's rights with the ten principles of the Declaration of the Rights of the Child. 3. Show students the logo of the United Nations (the world embraced by an olive branch) which is illustrated on the Universal Declaration of Human Rights. Ask them to explain it. Do the same with the logo for the International Year of the Child. 4. Ask students to make inferences about the necessity for a separate Declaration of the Rights of the Child.	Declaration of the Rights of the Child (see Appendix)

TEACHING ABOUT HUMAN RIGHTS

Goal : 3.0 To develop an awareness of the United Nations' Universal Declaration of Human Rights and the Declaration of the Rights of the Child as a goal for world peace and cooperation.

Objective : 3.3 Identify the person who wrote the Universal Declaration of Human Rights.

Grade Level: High School

Terminal Objective(s): Students will be able to:

3.3.1 Correctly identify Eleanor Roosevelt as the head of the committee who wrote the Universal Declaration of Human Rights.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
3.3.1	1. Ask students to give reports on the life of Eleanor Roosevelt paying particular attention to her role as an advocate for human rights. 2. Through the use of posters, students should highlight the lives of significant persons who sought the rights of their people. 3. Assign students to develop a list of authors whose books reveal the struggles of people around the world to obtain their human rights. 4. Students will read a book which tells the story of any person's struggle for basic human rights and report on it orally to the class.	Human Rights Bibliography (see Appendix)

TEACHING ABOUT HUMAN RIGHTS

Goal : 3.0 To develop an awareness of the United Nations' Universal Declaration of Human Rights and the Declaration of the Rights of the Child as a goal for world peace and cooperation.

Objective : 3.4 Identify the number of articles in the Universal Declaration of Human Rights.

Grade Level: High School

Terminal Objective(s): Students will be able to:

3.4.1 Select 30 as the number of articles in the Universal Declaration of Human Rights.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
3.4.1	1. Students will compare the number of amendments to the U. S. Constitution which deal with individual human rights and the number of articles in the Universal Declaration of Human Rights. They will then determine if any of the rights listed are identical.	U. S. Constitution Universal Declaration of Human Rights

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TEACHING ABOUT HUMAN RIGHTS

Goal : 3.0 To develop an awareness of the United Nations' Universal Declaration of Human Rights and the Declaration of the Rights of the Child as a goal for world peace and cooperation.

Objective : 3.5 Identify the major sections of the Universal Declaration of Human Rights.

Grade Level: High School

Terminal Objective(s): Students will be able to:

3.5.1 Identify, given a list of choices, the major sections of the Universal Declaration of Human Rights as:

a. Rights to fair treatment and greater freedom

b. Rights to a good life

c. Responsibilities of all people for making these goals come true.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
3.5.1	1. Students may design collages illustrating the three major sections of the Universal Declaration of Human Rights. 2. Students should give examples of human rights identified in each section of the Universal Declaration of Human Rights and rank order each list of major types of rights (justice, freedom, good life). 3. Students should be asked to rank order the three groups of rights according to their own preference. Based on their preferences, the teacher should group the students for discussion and presentation of their reasons why they rank one group of rights over others. A dialogue should then occur.	Universal Declaration of Human Rights

TEACHING ABOUT HUMAN RIGHTS

Goal : 3.0 To develop an awareness of the United Nations' Universal Declaration of Human Rights and the Declaration of the Rights of the Child as a goal for world peace and cooperation.

Objective : 3.6 Identify the date that the Universal Declaration of Human Rights was accepted by the United States.

Grade Level: High School

Terminal Objective(s): Students will be able to:

3.6.1 Acknowledge the acceptance of the Universal Declaration of Human Rights by the United States in 1948.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
3.6.1	1. The need for international justice in wartime has been recognized in documents written as a result of the horrors of many wars. Ask students to research the Geneva Conventions (of 1864, before and after World War I, governing rights and responsibilities of people and nations during wartime). They should infer and list some of the events and incidents that probably led to the acceptance of certain rules of war.	Encyclopedia
	2. Describe political, economic, social, historic and religious incidents and events that occurred since World War I in the United States and in the rest of the world that may account for worldwide acceptance of the Universal Declaration of Human Rights in 1948.	American history textbook World history textbook

TEACHING ABOUT HUMAN RIGHTS

Goal : 3.0 To develop an awareness of the United Nations' Universal Declaration of Human Rights and the Declaration of the Rights of the Child as a goal for world peace and cooperation.
Objective : 3.7 Define covenant and convention, and explain their addition to the Universal Declaration of Human Rights.
Grade Level: High School

Terminal Objective(s): Students will be able to:

3.7.1 Define what a covenant or convention is.

3.7.2 Explain why they were written after the Universal Declaration of Human Rights was adopted.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
3.7.1	1. List the following terms on the chalkboard: - contract - compact - constitution - charter - convention - covenant - congress Discuss how these words are alike.	
	2. Read/skim the amendments to the U. S. Constitution and explain why they were added later.	U. S. Constitution
	3. Read the five conventions and covenants of the Universal Declaration of Human Rights and explain why they were added.	Universal Declaration of Human Rights

TEACHING ABOUT HUMAN RIGHTS

Goal : 3.0 To develop an awareness of the United Nations' Universal Declaration of Human Rights and the Declaration of the Rights of the Child as a goal for world peace and cooperation.
Objective : 3.8 Identify signed covenants and signed and ratified covenants.

Grade Level: High School

Terminal Objective(s): Students will be able to:

3.8.1 Identify which three human rights conventions have been adopted by the United States.

3.8.2 Identify four, even though signed by U. S. Presidents, that are still waiting for approval by the Senate.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
3.8.1	1. Which convention has been signed by the largest number of nations? Why do you believe this is the case?	Universal Declaration of Human Rights
3.8.2	1. Which three covenants have been accepted by the United States? Why do you believe that we accept them? 2. Which covenants have been accepted by other countries but not the United States? Make inferences about why they have not been ratified.	

Goal : 4.0 To develop understandings as to how government at national, state and local levels can affect one's human rights.

Objective : 4.1 The learners will acquire a clear, functional definition of government which will apply to any level.

Grade Level: High School

Terminal Objective(s): Students will be able to:

4.1.1 Define government.

4.1.2 List the major governmental bodies which impact on them as Detroiters.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
4.1.1	1. Distribute the organizationalchart. Ask students to complete the exercise based on various types of governments (nations, organizations, localities). This should be done in groups.	Organizational chart (see Appendix)
4.1.2	1. Distribute the organizational chart. Ask students to complete the exercise based on the school or school system. Discuss why different organizational structures exist.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 4.0 To develop understandings as to how government at national, state and local levels can affect one's human rights.

Objective : 4.2 The learners will develop and display an understanding of why people have government, regardless of the type.

Grade Level: High School

Terminal Objective(s): Students will be able to:

4.2.1 List three reasons why governments are necessary.

4.2.2 Give two examples of how other cultures have devised government.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
4.2.1	1. Trace a person's day and determine how government affects each person. Discuss why even the minor things in life are often government regulated. Which regulations are state, national or local rules? Which areas should and should not be left up to the states? What are some decisions traditionally handled by state or local governments?	American Political Behavior, Howard D. Mehlinger and John J. Patrick, pp. 260-262.
	2. Have students read the Declaration of Independence and the Preamble of the Constitution of the United States. Develop a list of reasons why the American governmental system exists. Copy the sentences in the first five paragraphs of the Declaration which explain why governments are necessary.	Declaration of Independence Preamble of the Constitution of the United States
4.2.2	1. Using the World history textbook, look for examples of various forms of government in history. Describe them.	World history textbook

TEACHING ABOUT HUMAN RIGHTS

Goal : 4.0 To develop understandings as to how government at national, state and local levels can affect one's human rights.
Objective : 4.3 The learners will develop understandings of the structure of our American government.
Grade Level: High School

Terminal Objective(s): Students will be able to:

4.3.1 Define the term federal system.
4.3.2 Describe how the separation of powers concept works:
  a. within the national government
  b. within the state government
  c. within each state
4.3.3 Explain how the Bill of Rights provides protection for individuals.
4.3.4 Identify ways in which individuals can impact on the government.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
4.3.1	1. Divide students into five groups (make sure each group represents different interests--industrial, agricultural, recreational). Ask them to role play a situation where the groups represent a confederation (one nation, but each state is sovereign) and share a common river boundary. Each state should establish rules for its use of the river. Compare the rules for each state. Are they compatible?	
	2. Continue the above activity with the change that a federal system is now in operation (national government shares sovereignty with the states). Set rules for the use of the river. Are there any changes?	
	3. Read Article I, Section 9 and Article I, Section 10 of the U. S. Constitution. List the powers denied to the federal government. List the powers denied to the states. In general, what is the purpose of each section?	Constitution of the United States

T.O.	ACTIVITIES	RESOURCES
4.3.2	1. Review the idea of "absolute power." Compare it to power in a system using "separation of powers."	
	2. Assign students to report on how famous persons reacted to their roles within a government with separation of powers (John Marshall, Franklin Roosevelt, Thaddeus Stevens).	
	3. Debate: Which branch of the government (legislature, executive, judiciary) at which level (national, state, local) has the most impact on your life?	
4.3.3	1. Compare Article I, Section 9 of the Constitution to the Bill of Rights for protections. Skim the Constitution. Determine which of the six purposes of government were not covered in Articles I through VII of the Constitution.	U. S. Constitution Bill of Rights
	2. Using their own words, ask students to rewrite the Preamble to the Constitution, the Pledge of Allegiance and American's Creed.	
	3. Compare the English Bill of Rights, the Articles of Confederation, Mayflower Compact and Northwest Ordinance with the U. S. Bill of Rights and the French Declaration of the Rights of Man. List, compare and contrast the rights granted by each.	English Bill of Rights Articles of Confederation Mayflower Compact Northwest Ordinance U. S. Bill of Rights Declaration of the Rights of Man
	4. Identify rights granted individuals in the Bill of Rights by listing each in ordinary terms. Next to each, identify the Amendment and quote the phrase directly from the Bill of Rights.	Bill of Rights

<table>
<tr><th>T.O.</th><th>ACTIVITIES</th><th>RESOURCES</th></tr>
<tr><td>4.3.3</td><td>5. Using the Declaration of Independence, identify the 29 charges listed against King George III. Identify the historical event on which the charge is based. Determine what Constitutional protection we now have based on that charge. Use the following form of chart.<table><tr><th>Charge Against King</th><th>Event</th><th>Legal Protection</th></tr><tr><td></td><td></td><td></td></tr></table></td><td>Declaration of Independence
American History Texts</td></tr>
<tr><td>4.3.4</td><td>1. Using the Articles of Confederation, Constitution, Declaration of Independence and Bill of Rights, trace all references to slavery and Indian problems through the documents. Note the changes in official government policy in both.</td><td>Articles of Confederation
U.S. Constitution
Declaration of Independence
Bill of Rights</td></tr>
<tr><td></td><td>2. Define: initiative, referendum, recall, lobby. Give examples of each.</td><td></td></tr>
</table>

TEACHING ABOUT HUMAN RIGHTS

Goal : 4.0 To develop understandings as to how government at national, state and local levels can affect one's human rights.

Objective : 4.4 The learners will develop understandings as to how the American government is designed to protect the human rights of its citizens.

Grade Level: High School

Terminal Objective(s): Students will be able to:

4.4.1 Name the major human rights documents of the United States.

* 4.4.2 Describe how Constitutional Amendments have further protected the rights of the individual, and identify which ones they are.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
4.4.1	1. See Terminal Objective 4.3.3.	
4.4.2	1. See Terminal Objective 4.3.3.	

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TEACHING ABOUT HUMAN RIGHTS

Goal : 4.0 To develop understandings as to how government at national, state and local levels can affect one's human rights.

Objective : 4.5 The learners will develop understandings as to how the national government affects the structure of state and local government, specifically in the protection and denial of the human rights of their citizens.

Grade Level: High School

Terminal Objective(s): Students will be able to:

* 4.5.1 Describe the structure of the United States government in terms of human rights decisions made on local, state and national levels, given an example of each.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
4.5.1	1. Trace the route and study the significance of Supreme Court cases related to rights. Rights of Accused: Escobedo v. Illinois; Miranda v. Arizona; Sheppard v. Maxwell; Gideon v. Wainwright Rights of Citizens: Brown v. Board of Education of Topeka; Dred Scott v. Sandford; Tinker v. Des Moines Independent Community School District; Wisconsin v. Yoder	American Political Behavior, Howard D. Mehlinger and John J. Patrick, pp. 106-115, (Wisconsin v. Yoder). Living Law: Criminal Justice. Constitutional Rights Foundation and Scholastic, pp. 88-91, (Escobedo and Miranda). American history texts
	2. Conduct two mock trials, one in which the accused is not granted most of the Constitutional rights, and the other which tries to protect the accused's rights. Debrief.	American Political Behavior, Howard D. Mehlinger and John J. Patrick, pp. 138-147.

TEACHING ABOUT HUMAN RIGHTS

Goal : 4.0 To develop understandings as to how government at national, state and local levels can affect one's human rights.

Objective : 4.6 The learners will develop understandings as to the limitations of national government as related to its member states, and to what extent individual human rights are affected.

Grade Level: High School

Terminal Objective(s): Students will be able to:

* 4.6.1 List ways in which individuals may have their civil rights violated at a state or local level.

* 4.6.2 Give three examples of how states have violated the human rights of their citizens in the past.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
4.6.1 4.6.2	1. Focus on voting rights and local and state laws which violate the rights of individuals. For example, Jim Crow laws, poll tax, literacy tests, grandfather clause, etc. Discuss.	American history texts
	2. List rights we take for granted like voting, running for political office, religious freedom. Check the newspaper regularly for articles dealing with a local or state issue where someone feels his or her rights are being denied. Set up a bulletin board illustrating this topic.	Newspapers
	3. Discuss: What kinds of laws can states pass that Congress cannot? (Marriage regulations, voting, licensing)	Government or Civics texts

TEACHING ABOUT HUMAN RIGHTS

Goal : 4.0 To develop understandings as to how government at national, state and local levels can affect one's human rights.

Objective : 4.7 The learners will become acquainted with the three-fold responsibility of government at any level to its respective citizens: to represent, serve and protect their rights as citizens as well as human beings.

Grade Level: High School

Terminal Objective(s): Students will be able to:

* 4.7.1 Identify "represent, serve and protect" as the three-fold responsibility of government.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
4.7.1	1. Divide students into groups. Ask them to brainstorm all the possible consequences on the local, state and national levels of a repeal of the Fourteenth Amendment. Ask individual groups to report on their lists. 2. See activities for Terminal Objective 4.2.1.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 4.0 To develop understandings as to how government at the national, state and local levels can affect one's human rights.

Objective : 4.8 Through review of the development of the American government, the learner will understand how various backgrounds on which many of our American principles rest, have either a direct or indirect influence on their human rights.

Grade Level: High School

Terminal Objective(s): Students will be able to:

* 4.8.1 Identify, given a list of American principles of government, the source for that principle as having either direct or indirect influence on their human rights.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
4.8.1	1. List key vocabulary words that represent principles of American government: individualism liberty equality due process justice freedom civil rights and liberties rights of the accused right to privacy general welfare rule of law democrary representative government republic petition states' rights, etc. What daily activities are influenced by these terms?	Student Code of Conduct

TEACHING ABOUT HUMAN RIGHTS

Goal : 4.0 To develop understandings as to how government at national, state and local levels can affect one's human rights.

Objective : 4.9 Understandings will be developed further acquainting the learners with the Articles of Confederation and the implication for citizen-denial of human rights.

Grade Level: High School

Terminal Objective(s): Students will be able to:

4.9.1 List the shortcomings of the Articles of Confederation with regard to human rights.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
4.9.1	1. List the actual protections granted in the Articles of Confederation. Explain what of significance is missing.	American history texts

TEACHING ABOUT HUMAN RIGHTS

Goal : 4.0 To develop understandings as to how government at national, state and local levels can affect one's human rights.

Objective : 4.10 The learners will investigate each of the first eight amendments to the Constitution to gain understandings of how they affect the human rights of the individual as well as those of the group.

Grade Level: High School

Terminal Objective(s): Students will be able to:

* 4.10.1 Chart the first eight amendments to the Constitution and give an example of how they would affect an individual and a group.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
4.10.1	1. See activity five of Terminal Objective 4.3.3. 2. Change the first eight amendments into a list of rights. Then rewrite the amendments using everyday terms.	

Goal : 4.0 To develop understandings as to how government at national, state and local levels can affect one's human rights.

Objective : 4.11 Understandings will be developed helping students to realize that through reform and revolution, government at all levels is subject to and does change; but the individual rights of any human being can be and often are adversely affected and/or violated.

Grade Level: High School

Terminal Objective(s): Students will be able to:

4.11.1 Define revolution.
4.11.2 Give three examples of how government changed following the American Revolution.
4.11.3 List, using Cuba as an example, three ways in which the government has changed.
4.11.4 List, using Cuba as an example, three ways in which individual rights have been affected.
4.11.5 List three reforms of Franklin D. Roosevelt's New Deal, and explain how human rights were affected.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
4.11.1	1. List the revolutions with which you are familiar. Identify the institution (government, religion, economy, education, family) which was affected.	World history texts American history texts
4.11.2	1. Using the Declaration of Independence, find and quote Thomas Jefferson's defenses for revolution.	Declaration of Independence
	2. Using the American Revolution as an example, set up a cause and effect chart of conditions existing in the government before the Revolution and how they were changed after the Revolution.	American history texts
	3. List those revolutions in American history. What institutions were affected in each?	American history texts
4.11.3 4.11.4	1. Select any three revolutions in world history. Determine how all five institutions were affected in each revolution. Did the revolution increase or lessen the rights of persons in those societies?	World history texts

T.O.	ACTIVITIES	RESOURCES
4.11.5	1. What was the effect of the New Deal on all five institutions? 2. Interview a family member who lived during the New Deal. How was his or her life affected by the changes?	American history texts

TEACHING ABOUT HUMAN RIGHTS

Goal : 4.0 To develop understandings as to how government at national, state and local levels can affect one's human rights.

Objective : 4.12 Understandings will be developed to assist the learners in recognizing the difference between "denial of human rights" and "dissatisfaction with existing policies."

Grade Level: High School

Terminal Objective(s): Students will be able to:

* 4.12.1 Explain the difference between "denial of human rights" and "dissatisfaction with existing policies" by giving examples of each.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
4.12.1	1. Develop a list of events about which people have strong reactions, e.g., the draft, affirmative action, prohibition, zoning laws, eminent domain, abortion. Determine if each person's reaction to the event stems from a belief that it violates human rights or whether they are dissatisfied that it is an existing policy. Discuss.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 5.0 To develop self-esteem in individuals through the knowledge of human rights.

Objective : 5.1 Recognize that individual human rights are valued and are part of our legal system.

Grade Level: High School

Terminal Objective(s): Students will be able to:

5.1.1 List several ways in which our local, state and national governments help define universally recognized principles of human rights.

* 5.1.2 Identify that the following documents create an international legal structure of protection of individual rights: (1) the International Covenant on Civil and Political Rights, (2) the International Covenant of Social Economic and Cultural Rights, (3) the Universal Declaration of Human Rights.

5.1.3 Explain the role of individuals, communities and governments in helping to insure that all humans are guaranteed personal security, political freedom and social justice.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
5.1.1	1. Students will construct a list of those human rights principles which they feel are universally accepted.	Charter of the City of Detroit Michigan Manual United States Constitution
	2. Students will verify their acceptance as principles in the United States by locating their statutory references as city ordinances, state laws or national laws.	
5.1.2	1. Students will explain the historic conditions and situations which led to the development of these documents and describe their legal significance for protection of individual human rights.	*The Human Family, Human Rights and Peace*, by Alice Doumanian Tankard, The Center for Peace and Conflict Studies, 1973.
	2. Using both covenants, students will chart those rights protected within the documents and will identify them as civil, political, social, economic or cultural rights.	Universal Declaration of Human Rights, United Nations Office of Public Information, 1973.

T.O.	ACTIVITIES	RESOURCES
5.1.2	3. Students will list and explain, through the use of panels, those international organizations which have arisen to deal with the goals of the Universal Declaration of Human Rights.	The United Nations and How It Works, by David Cushman Coyle, Columbia University Press, 1969.
	4. Students will identify significant international situations that violate one or more goals of the Universal Declaration of Human Rights.	
5.1.3	1. Students will illustrate, through examples, the wisdom of Eleanor Roosevelt's statement that universal human rights begins in small places, close to home.	The Supreme Court in American Life, by Leonard F. James, Scott, Foresman and Company, 1964.
	2. Students will diagram the ways numerous community organizations attempt to provide for the needs of local citizenry.	
	3. Students will analyze how the courts, governmental agencies and legislators attempt to guarantee the rights of all persons through their functions.	American Political Behavior, by Howard Mehlinger and John J. Patrick, Ginn and Company, 1977.

TEACHING ABOUT HUMAN RIGHTS

Goal : 5.0 To develop self-esteem in individuals through the knowledge of human rights.

Objective : 5.2 Acknowledge the importance of individuals.

Grade Level: High School

Terminal Objective(s): Students will be able to demonstrate appreciation of the importance of the individual through human rights by:

5.2.1 Recognizing and identifying the unique contributions of all humans by giving examples of eight different ethnic groups.
5.2.2 Helping to create a better world in which human beings can live in peace, in freedom, with their basic needs met.
* 5.2.3 Citing reasons why international law creates obligations which all governments owe to their citizens through recognizing principles of human rights.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
5.2.1	1. Students will construct a bulletin board or a collage of faces which represent at least eight international ethnic groups. This can be done individually, in small groups or as a class project.	
	2. Distribute copies of "The 100% American" to the students. Discuss it using the resource sheet.	"The 100% American" Resource Sheet (see Appendix)
	3. Students should either make a list of or bring to class different foods which seem to represent various ethnic groups. Do the same for clothing and shelter. Distinguish between differences and similarities and determine why differences exist. Emphasis should be placed on the ethnic group rather than on individual "inventors, discoverers, etc."	
	4. Ask students to identify the similarities of all people regarding basic emotional needs.	

T.O.	ACTIVITIES	RESOURCES
5.2.1	5. Body language, gestures and expressions associated with various ethnic groups can be noted and explained.	
5.2.2	1. The class should prepare and give daily P.A. announcements during Brotherhood Week on contributions of ethnic groups listed in 5.2.1.	
	2. Representatives of neighborhood agencies, church groups, etc. should be invited to describe what they are doing in even a small way to make this a better world.	
	3. Break the class into groups. Have them role-play situations of how people need help and how they can be helped. Do this on the community level. Do the role-play on a problem at the international level, e.g., mock U.N. Security Council solving a problem.	
	4. Explore the role of folk law in solving disputes around the world.	
5.2.3	1. Discuss what is international law. Develop a list of examples.	Man and the World: International Law at Work, by Richard Deming, New York: Dell Publishing Co., Inc., 1974.
	2. Assign each student to represent a nation in negotiating international law. Examples of activities they may pursue are: a) Develop or decide on one universal language. b) Decide on one universal measuring system. c) Develop one international water boundary rule. d) Develop a policy on mineral rights in the ocean. e) Determine who owns space. f) Decide on rules governing pollution of the world's oceans and air. g) Research the international rule regarding ownership of Antarctica. Decide why the law was written as it was.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 5.0 To develop self-esteem in individuals through the knowledge of human rights.

Objective : 5.3 Acknowledge that the struggle for human rights is ongoing.

Grade Level: High School

Terminal Objective(s): Students will be able to identify reasons why:

* 5.3.1 World cultures should work together through international community organizations such as UNESCO-WHO-UNITED NATIONS.
* 5.3.2 Human rights is one of the primary issues of our times.
5.3.3 The struggle to realize the human rights of all men and women goes on.
* 5.3.4 The knowledge of human relations through international peace and understanding is important in our world community.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
5.3.1	1. Ask students to peruse the Yellow Pages for the names of locally-based international organizations that provide assistance to the world's people. Develop a list. Determine what assistance each provides.	
	2. Students will write to various international organizations for literature and materials on the assistance they are providing to the world's people.	
	3. The Detroit and Windsor Red Cross will be contacted for information on how they provide international assistance to others in need. Other organizations with an international focus will be contacted.	
5.3.2	1. Ask students to prepare a list of all the rights humans should have and ask them to explain why each right was selected. Consider universal human needs, human rights and the rights of various age groups and occupations as well. Decide what responsibilities all of them have toward each other. Why?	

T.O.	ACTIVITIES	RESOURCES
5.3.2	2. Look at published reports of violation of human rights in the world. Discuss what is happening to change these situations. What forces could be brought to bear on those responsible?	Amnesty International Newsletter
	3. Look at the American Bill of Rights. Identify those rights Americans have which students feel should belong to everybody. Analyze the Soviet Constitution to determine similarities and differences.	
5.3.3	1. Discuss and analyze laws and practices that were developed to protect either males or females and determine how they became "two-edged swords" which afforded and denied protection. Consider items such as: child labor laws, maximum work times, rules regarding weight and lifting practices, religious days off, etc.	
5.3.4	1. Using the Literature Listing in the Appendix, select a book to read which deals with human relations. Consider: *The Diary of Anne Frank*, *A Child of Our Time*, *Animal Farm*, *A Day in the Life of Ivan Denisovitch*.	Anti-Defamation League materials 163 Madison Detroit, Michigan 48226
	2. List proverbs which deal with human relations.	Southfield Public Schools' *The Struggle for Human Dignity* (Part I)- *The Democratic Ethic* *The Struggle for Human Dignity* (Part II) - *The Holocaust*

TEACHING ABOUT HUMAN RIGHTS

Goal : 5.0 To develop self-esteem in individuals through the knowledge of human rights.

Objective : 5.4 Recognize that humanity has benefitted from the contributions of a variety of cultures.

Grade Level: High School

Terminal Objective(s): Students will be able to demonstrate appreciation of the importance of values, attitudes, behavior, self-worth and uniqueness of the individual by:

5.4.1 Preparing a written report that includes contributions of world cultures to our way of life.
5.4.2 Locating and identifying places on a map where four world civilizations began.
5.4.3 Role playing and emphasizing the importance of understanding different cultures.
5.4.4 Explaining the function of the United Nations in attempting to keep world peace and ensure a better way of life for all humans.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
5.4.1	1. Prepare a written report that includes contributions of world cultures to our way of life.	
	2. Distribute copies of "The 100% American." Determine other items that could have been added to the story.	"The 100% American" Resource Sheet (see Appendix)
	3. See Terminal Objective 5.2.1 activities.	
5.4.2	1. Using desk outline maps, locate and identify four places where world civilizations began.	World history texts
5.4.3	1. Research cultures that are not usually thought of when cultures are mentioned. Role-play different groups (Laps, Bedouins, Eskimo, "Untouchables").	
	2. Give the "Self-Test: How Ethnocentric Are You?". Discuss the results.	"Self-Test: How Ethnocentric Are You?" Resource Sheet (see Appendix)

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T.O.	ACTIVITIES	RESOURCES
5.4.3	3. Show the film "Man and His Culture." Distribute the summary of notes on the film and discuss the information.	"Man and His Culture" Resource Sheets (see Appendix)
	4. Show the film "Alphabet Conspiracy" and distribute the resource sheet. Ask students to complete the sheet. Discuss the information presented.	"Alphabet Conspiracy" Resource Sheet (see Appendix)
5.4.4	1. See activities for Terminal Objectives 5.2.3 and 5.3.1.	
	2. Read to the class or distribute copies of the Preamble of the United Nations Charter. Discuss how the words of the Preamble have been translated into agencies carrying out its work.	"Preamble of the United Nations Charter" (see Appendix)

TEACHING ABOUT HUMAN RIGHTS

Goal : 5.0 To develop self-esteem in individuals through the knowledge of human rights.

Objective : 5.5 Recognize that depriving individuals of their human rights has a negative effect on their self-esteem.

Grade Level: High School

Terminal Objective(s): Students will be able to:

5.5.1 Give, using American Indian and Black American children as examples, two examples of how depriving their group of human rights might lower their self-esteem.

*5.5.2 List ways that groups may raise their self-esteem.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
5.5.1	1. Show the film "The Eye of the Storm." Distribute the resource worksheets. Discuss the information presented.	"The Eye of the Storm" Resource Sheet (see Appendix)
	2. Distribute the "Foreign Language Meaning Recognition Test." Ask students to complete both pages. Determine students' feelings regarding their ability or inability to complete the exercise. Tell students that all the words were nonsense words. Debrief their feelings now.	"Foreign Language Meaning Recognition Test" (see Appendix)
	3. Make a list of evidences of low self-esteem in a group (alcoholism, murder rate, processing of hair, bleaching of skin, etc.). Obtain data through research projects on such evidences of low self-esteem. Debrief.	
	4. Students will write lists of characteristics that parents and others use to describe them. They will introduce themselves to others in the class by using these same characteristics. Debrief.	

T.O.	ACTIVITIES	RESOURCES
	5. Using the four pictures drawn by six year old Ruby, ask students to analyze how Ruby perceives Black and White children. How does Ruby's collection of pictures reveal her own low "self-esteem"? How would you tell? Discuss.	(Figures 4,5,6,7) (see Appendix)
	6. Read "The Self-Fulfilling Prophesy" aloud to the class. Discuss the five questions that accompany it.	"The Self-Fulfilling Prophesy" Resource Sheet (see Appendix)
	7. Make a list of words which have connotations attached to them. Ask students to vote whether the given terms are positive, negative or neutral. Discuss other terms which can be substituted for negatives.	
5.5.2	1. List ways that girls and boys, students and teachers, can speak to each other to make them feel better.	
	2. Make a long list of ways to say, "That's a job well done."	"65 Ways to Say 'That's a Job Well Done'" Resource Sheet (see Appendix)
	3. Make up an IALAC (I Am Lovable and Capable) story or use the one in the resource sheets. Complete the Self-Esteem Activity with ten persons. Record and debrief.	"IALAC Procedure" Resource Sheet (see Appendix 7.3.2/#4)
	4. Look at the graph called "Black Elected Officials, by Type of Office for Selected Years: 1964 to 1975." Discuss the significance of the information presented. Where is a significant increase shown? Why do you believe this is true?	"Black Elected Officials, by Type of Office of Selected Years: 1964 to 1975" Resource Sheet (see Appendix) U.S. Department of Commerce, Bureau of the Census. *The Social and Economic Status of the Black Population in the United States:An Historical View*, 1790-1978.

TEACHING ABOUT HUMAN RIGHTS

Goal : 6.0 To develop the concept that all people regardless of color, race, religion or ethnic background must be treated with dignity and respect.

Objective : 6.1 Students will be able to explain and defend the generalization that all people are really similar, sharing with each other all those qualities that make us human and worthy of dignity and respect.

Grade Level: High School

Terminal Objective(s): Students will be able to:

6.1.1 List those aspects of the human experience which are the same regardless of culture.
6.1.2 Define ethnic group.
6.1.3 Define culture.
6.1.4 List ten different ethnic groups.
6.1.5 Identify their own ethnic group.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
6.1.1 6.1.2 6.1.3 6.1.4 6.1.5	1. Divide students into groups. Give each group a penny. Ask them to imagine that they are archeologists living in the year one million. The penny has been found as the only remains of an ancient civilization. Direct the groups to make fifty inferences on this civilization based on the penny.	Detroit Public Schools' Teacher's Guides: Martin Luther King Paul Robeson Malcolm X
	2. Give each student a walnut. Allow students to form groups and discuss similarities of walnuts. Then ask students to concentrate on their own walnuts to determine differences which would enable them to locate their own walnuts when placed in a pile of all others. Put all the walnuts together. Ask students to locate their own walnuts noting individual differences. Compare to similarities and differences about people.	Region Six's - Our Neighbors: The Italian-Americans
	3. "Find a Person Who. . .Activity" - This activity will point out similarities and differences among people. Give each student a list which contains information on various differences about people. Ask them to locate a person in their class who fits that description or knows someone of that	"Find a Person Who. . . Activity" Resource Sheet (see Appendix)

T.O.	ACTIVITIES	RESOURCES
6.1.1 .2 .3 .4 .5	description. Debrief about the information discovered. Example: Find a person who. . . a. wears glasses b. is handicapped c. is left-handed d. has a living relative over seventy years old e. has a good friend of another race f. actively belongs to a church g. is an atheist h. was not born in Detroit	
	4. Prepare a list of open-ended statements regarding all ethnic groups. Ask students to complete the statements using adjectives or phrases which seem to best fit. Ask students to identify whether the descriptions listed are peculiar to only that one group or all groups.	
	5. "Fact Versus Opinion" - On a separate sheet of paper, ask each student to make a list of statements about himself or herself. These statements should be descriptive. In the column next to each statement, ask students to identify whether the statements are fact or opinion. In the next column students should identify whether the descriptions are permanent and unchangeable or changeable and learned. Using the coded list, ask the students to define ethnicity based on the descriptions of the entire class.	
	6. Obtain a copy of "The Family of Man" or any other book of pictures of humanity. Show a variety of pictures to the class asking them to determine those things that are universal about people. Make a list. Discuss (family rearing practices, working, courtship, death, mourning, mental illness, etc.).	The Family of Man

T.O.	ACTIVITIES	RESOURCES
6.1.1 .2 .3 .4 .5	7. On the chalkboard make a list of groups to which people belong (occupations, clubs, ethnic groups, religions, etc.). Ask students to identify which are ethnic groups and which are not. Discuss why or why not.	
	8. On the chalkboard list the five institutions (government, religion, education, economic, family). Determine what are the standard values or norms of each and list their universals (e.g., family—monogamy). What happens in situations where the norm does not hold (woman as head of a family; one parent families, etc.)?	
	9. Divide the class into two or three groups. Using a poster board or large sheet of paper, begin to draw a picture of an ethnic group. Ask each student to add one item to the illustration until it is complete. Discuss what is included in the picture paying particular emphasis to stereotypic images.	
	10. Distribute copies of "Body Ritual Among the Nacerima: A Study in Ethnocentrism" by Horace Miner. Review unfamiliar vocabulary with the class. Ask students to read the case then discuss the accompanying questions. What does the case point out about different groups of people?	"Body Ritual Among the Nacerima" Resource Sheets (see Appendix)
	11. Distribute copies of "The Sacred 'Rac'" or read it orally to the class. Discuss its implications within the culture described.	"The Sacred 'Rac'" Resource Sheet (see Appendix)
	12. Distribute copies of "Adolescence in Four Societies." Study the four groups (Irish, Rajput, Hopi and Americans) and discuss the questions provided. What do the analyses point out about these different groups of people?	"Adolescence in Four Societies" Resource Sheet (see Appendix)

TEACHING ABOUT HUMAN RIGHTS

Goal : 6.0 To develop the concept that all people regardless of color, race, religion, or ethnic background must be treated with dignity and respect.

Objective : 6.2 Students will be able to explain why no one race is inherently inferior or superior to another.

Grade Level: High School

Terminal Objective(s): Students will be able to:

6.2.1 Define race.

6.2.2 List the major races of humanity.

* 6.2.3 Identify the rise and fall of major civilizations.

6.2.4 Defend the statement "all races were created equal."

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
6.2.1 6.2.2	1. Using The Color of Man, list characteristics of race. Set up the criteria for categorizing groups. List the major races, then determine what is a race. What difference does race make among peoples? Should it make a difference?	The Color of Man "Study Guide" (see Appendix)
	2. Administer the "Racial and Ethnic Minorities: Self-Test." Ask students to answer the questions as if they were Archie Bunker. Then ask students to answer the questions a second time from their own points of view. Discuss the differences.	"Racial and Ethnic Minorities Self-Test" Resource Sheet (see Appendix)
	3. List different ethnic groups on small slips of paper, fold them and place them in a box. By lot have student teams draw ethnic groups and ask them to role-play any situation. Ask other groups to identify the group which was simulated. Discuss stereotyping and implications.	

T.O.	ACTIVITIES	RESOURCES
6.2.1 6.2.2	4. Distribute copies of the "Social Distance Scale" to each student. Ask students to complete the exercise marking how close they would allow social groups to become. Ask for implications.	"Social Distance Scale" Resource Sheet (see Appendix)
6.2.3	1. List those civilizations that students consider to be great on the chalkboard. Arrange them in a timeline.	
	2. Working together as one group, ask students to eliminate those "contributions" in our present world which were contributed by other ethnic groups, races or civilizations. Write a story based on what life would be like without those contributions.	
	3. Distribute copies of "The 100% American" by Ralph Linton. After reading it, ask students if they know of other examples not included in the story. Answer the accompanying questions.	"The 100% American" Resource Sheet (see Appendix)
	4. Discuss with students: "What are the things that make up civilization as we know it (paper, numbers, printing press, soap, discovery of fire, gun powder, etc.)? Rank order important contributions. Find their origins by tracing them back to the civilizations of origin or racial or ethnic group.	"Culture Change" Resource Sheet (see Appendix)
6.2.4	1. Discuss with students the definitions of "equal" and "identical." What is meant by "All men are created equal"? At what stage in life are people most equal? If we are not equal now, how and when did the differences occur?	
	2. Discuss "determinism." Does your race unalterably determine your outcome in life? Do the same for sex, geography, economics, politics and religion.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 6.0 To develop the concept that all people regardless of color, race, religion or ethnic background must be treated with dignity and respect.

Objective : 6.3 Students will be able to defend the U.S. Constitution which guarantees the equality of human kind. Those are guarantees that rise above such extraneous factors as race, color, nationality, religion or political affiliation.

Grade Level: High School

Terminal Objective(s): Students will be able to:

6.3.1 Identify sections of the Constitution where specific guarantees to human and civil rights are made.

6.3.2 Devise a timeline for U. S. history which shows the strengthening of human/civil rights concepts by amendments, legislation or judicial decision.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
6.3.1	1. Look at the U. S. Constitution. Find those words and phrases that defend the rights of people. Identify what group is protected. Do this in chart form. Right | Who Gets It	DORT Ethnic Literacy Guides: The Arabs The Mexicans DORT Ethnic Literacy Guide: Awareness, Understanding, Appreciation Mexicans in Detroit Region Six's: Our Neighbors: The Italian-Americans
6.3.2	1. Look at the Constitution. Determine what changes have occurred from which portions were eliminated from the original. What rights were strengthened by their elimination? 2. Read Roger B. Taney's words in the Dred Scot Case. How was "human" defined? 3. Set up two timelines for American history. One should cover violations of human rights and the other should include situations where the rights of persons were strengthened.	

T.O.	ACTIVITIES	RESOURCES
6.3.2	4. Read the "Visitor from Outer Space" Resource Sheet. Imagine that a group of aliens had taken over your area. You are asked to list those ten rights you believe most important. From those ten you are told to select five to keep. The others will be taken from you. What five would you keep? Explain.	"Visitor from Outer Space" Resource Sheet (see Appendix)

Goal : 6.0 To develop the concept that all people regardless of color, race, religion or ethnic background must be treated with dignity and respect.

Objective : 6.4 Students will be knowledgeable of policies, laws and governmental practices that support the rights of people from childhood to old age.

Grade Level: High School

Terminal Objective(s): Students will be able to:

* 6.4.1 Chart the documents and policies which are most significant to American citizens at various points in their life.

6.4.2 List the major documents and policies which affect them as students.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
6.4.1 6.4.2	1. Break students into groups representing different stages in life and ask them to determine what rights are most important to each age group. What rights do they have? What rights do they still need? 2. Devise a questionnaire for use in interviewing persons of different age groups. Questions should include concerns over problems, what rights are still wanted. Elicit responses from persons of each age group. 3. Ask each group to design a collage showing persons of the age group they represent doing things. (The collage may not only show faces of the age group. It must show them engaged in activities.) When the collages are completed, display them. Ask students to determine what each collage says about the group it represents. What protections and rights are accorded each group?	

T.O.	ACTIVITIES	RESOURCES
6.4.1 6.4.2	4. Using the *Student Code of Conduct*, ask students to answer the following questions: a. Where are violations of your rights? b. Where are your rights enhanced? Discuss student views.	*Student Code of Conduct*
	5. Discuss: Does the Constitution infer or actually state anything about age and rights?	U. S. Constitution

TEACHING ABOUT HUMAN RIGHTS

Goal : 6.0 To develop the concept that people regardless of color, race, religion or ethnic backgrounds must be treated with dignity and respect.

Objective : 6.5 Students will develop strategies and techniques that will be beneficial in improving relationships of individuals, races, sexes, aged and handicapped.

Grade Level: High School

Terminal Objective(s): Students will be able to:

6.5.1 Brainstorm ways in which each identified group (individuals, races, sexes, the aged, handicapped) could improve their relationships with each other.

6.5.2 Draft a resolution which incorporates the best of the brainstormed ideas.

6.5.3 Develop and put into action a plan which would improve the relationship of the teacher and the class, and the students with each other.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
6.5.1 6.5.2	1. Use the Constitution to find protections for each identified group. Are the protections specifically stated or implied? Is it good or bad that specific groups are not mentioned but only inferred? How do we know if protections apply to all groups?	U. S. Constitution
	2. Visit neighbors or relatives who are senior citizens. Visit a senior citizens' home or center. Interview them to determine their specific needs and outlook. Debrief.	
	3. Set up a timeline of your own life. Based on who you are now, project where you'll be twenty years from now. Change your role or sex and create a new timeline. How will it be different? On your own timeline, forecast a major catastrophe in your life and project your timeline based on it. (Major catastrophes might include a handicap, mental illness, becoming the sole support of a family, serious illness, etc.) How would these two timelines affect a student's present outlook and ways of looking at others?	

T.O.	ACTIVITIES	RESOURCES
6.5.1 6.5.2	4. Bring in an obituary and discuss it.	
	5. Write your own obituary. Write the first one as if you lived only until the end of this day. Based on your life thus far, what would your obituary say? Write the second obituary based on living eighty-five years. Would the second be different from the first? What are you doing now to prepare for your future?	
	6. Read the "Trust and Listening" Resource Sheet. Divide students into complementary relationship teams (counselor-student, mother-son, teacher-student). Complete the two listening activities, once with the listener not listening and secondly with the listener paying close attention. Debrief about how it feels to speak and not be spoken to. How does it feel to share information with someone who is very attentive?	"Trust and Listening" Resource Sheet (see Appendix)
	7. Distribute the "Anatomy of 'I Message' - Identify 'I.M.' Parts" Resource Sheet. Ask students to follow directions to identify unacceptable behavior, sender's feelings and tangible outcomes. After completion of this exercise, distribute "What Would You Do? - I - Message Practice Sheets." Ask students to complete this activity by building "I - Messages" into their responses.	"Anatomy of 'I Message' - Identify 'I.M.' Parts" Resource Sheet (see Appendix) "What Would You Do? I - Message Practice Sheets" Resource Sheet (see Appendix)
	8. How does the phone company try to improve service to both sighted and non-sighted customers? How has technology and increased concern brought us means of helping others who are handicapped, etc.?	
	9. List "killer phrases" that groups of people say about other people. What are good things that could be said instead?	
6.5.3	1. If your class could devise only three rules of conduct in class, what would they be? Discuss. Ask students and the teacher to set up their lists. How are they the same? Different?	

TEACHING ABOUT HUMAN RIGHTS

Goal : 6.0 To develop the concept that all people regardless of color, race, religion or ethnic background must be treated with dignity and respect.

Objective : 6.6 Students will learn about their own worth and the worth of others. They will also develop acceptance and respect for diversity and change.

Grade Level: High School

Terminal Objective(s): Students will be able to:

6.6.1 Give five examples of persons who have contributed to humanity from each of the races of humanity.
6.6.2 Defend the statement "I am important because I exist."
6.6.3 Discuss what the statement "I am important because I exist" means in terms of interpersonal relationships.
6.6.4 Hypothesize ways in which alienation can affect a person's feeling of worth and how that would affect their treatment of others.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
6.6.1	1. List 50-60 names of persons from all races who have made significant contributions to humanity. Have all students draw names and do a library report without using the encyclopedia. The report should eliminate all non-essential information and fit on a 3 x 5 card. Information which should be included would be: century, nation or culture, race, significant contribution, its significance. Give reports orally.	
6.6.2 6.6.3	1. Give each student a lunch bag and a card. On the outside of each bag, write three things about yourself that anyone can easily find out about you (public information). On the card write information which is private information and might answer the following three statements:	

T.O.	ACTIVITIES	RESOURCES
6.6.2 6.6.3	a. I bet I'm the only person in this room who. . . b. You'd have to know me a long time before you discover that I. . . c. I'm proud of the fact that I. . . Put the card in the bag and close it. Persons should then find a partner they don't know well and trade bags. For five minutes, talk about the information on the outside of the bags. When partners feel comfortable about each other they may give permission for the bags to be opened and discuss the new information. A few minutes later teams should go around the room introducing each other to others in the room. Only that information which is permitted to be used by the partner may be used in the introductions. Debrief. (The teacher should participate.)	
	2. Discuss the statement, "I am because we are." Contrast it with the statement, "I am important because I exist." Where do we get these concepts? What do they mean?	
6.6.4	1. Ask each person to take out his or her wallet. Each person should take out an item of which they she/he is proudest. What does this item say about you? Look at the pictures, cards and other items. What familial and organizational relationships do they reveal? Now put the "artifacts" of an unknown person on a table. Ask students to describe the person. What sorts of conclusions would be made about you based on your "artifacts"?	

TEACHING ABOUT HUMAN RIGHTS

Goal : 7.0 To develop an understanding of the impact of apathy and indifference in fostering inhumane conditions.

Objective : 7.1 To develop an understanding of "apathy" and/or "indifference."

Grade Level: High School

Terminal Objective(s): Students will be able to:

7.1.1 Define apathy.

7.1.2 Define indifference.

7.1.3 Give examples of apathy
- a. hypothetically
- b. historically

* 7.1.4 Explain how taking "no stand" is actually taking a stand, and give two historical examples and two imaginary examples.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
7.1.1 7.1.2	1. Divide the class into groups of three (a speaker, a listener, and an observer). Ask the speaker to talk for one minute with the listener paying attention. Do the activity again but this time the listener should not pay attention. Debrief. Try to determine the feelings of the speaker in the two different situations.	
	2. Make a list of issues (school attendance policy, malnutrition, etc.) and rate students' feelings about those issues on a scale of 0-5. Determine what consequences can result from each issue and what type of involvement could take place should a person be interested.	
	3. Show a film on indifference and apathy.	See Audio-Visual List
7.1.3	1. Ask students to list things they are concerned about and those they are not. Then ask them to consider how another person feels about that issue (mothers, old persons).	

T.O.	ACTIVITIES	RESOURCES
7.1.3	2. Design a collage or poster describing a situation or issue which is seen with indifference or apathy.	
	3. Compare the reactions of society when a young child dies compared to an older person, and other ideas.	
7.1.4	1. Defend or develop the following idea(s) with a well-written essay: "Not to decide is to decide." "All that is necessary for the forces of evil to win in the world is for enough good (people) to do nothing." - Edmund Burke	
	2. Discuss the following by Pastor Martin Niemoeller: In Germany, they first came for the Communists, And I didn't speak up because I wasn't a Communist; Then they came for the Jews, And I didn't speak up because I wasn't a Jew; Then they came for the trade-unionists, And I didn't speak up because I wasn't a trade-unionist; Then they came for the Catholics, And I didn't speak up because I was a Protestant; Then they came after me, And by that time no one was left to speak up.	

T.O.	ACTIVITIES	RESOURCES
7.1.4	3. Jacobo Timerman said, "It is very easy to hate a Nazi, but the real danger is not them. It is the decent people who compromise with evil." What kind of "compromise" is referred to in Timerman's quote? What historical instances are there of such actions? Why do "decent" people act as they do sometimes? 4. Put the following statements on the board: - Neo-Nazis join other terrorists to spark a vicious wave of anti-Semitism in France. - Vandals attack Jewish synagogues and cemetaries in the Northeast. - The Ku Klux Klan gains new strength in the South and elsewhere. - Illegal immigrants are being held in virtual slavery in many states. - The Figgie Report asserts that fear of crime has become so pervasive in the U.S. that it has altered the way people live throughout the country. - The suicide rate among teenagers has tripled in ten years. - One million girls between 15 and 19 will become pregnant this year. - Two million young Americans run away or are thrown out of their homes annually. - After decades of silence, the truth about battered children, beaten spouses, sexually abused teenagers and physically threatened older people has finally begun to surface. Discuss the role of apathy and indifference in allowing each to continue.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 7.0 To develop an understanding of the impact of apathy and indifference in fostering inhumane conditions.

Objective : 7.2 To develop an understanding of the difference between "apathy" and "indifference."

Grade Level: High School

Terminal Objective(s): Students will be able to:

7.2.1 Contrast apathy and helplessness.

7.2.2 Correctly identify, given a list of situations, those which are examples of apathy and which are examples of helplessness.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
7.2.1	1. Use situations in which there is a moral dilemma and ask students what should be done. Then ask what they would do. Ask students to add their own examples.	"Shoplifting Dilemma," Criminal Justice, p. 43. Story of the Good Samaritan
	2. Distribute the "Making Choices" Resource Sheet to each student. Ask students to decide what they would do and why in all 15 examples.	"Making Choices" Resource Sheet (see Appendix)
7.2.2	1. Write the Alcoholic's Prayer on the board. Discuss its message. "God grant me the serenity to accept the things I cannot change, the courage to change the things I can, and the wisdom to know the difference."	
	2. "Recession is when your neighbor is out of work. A depression is when you are." Write this on the board and discuss it. Note that perceptions of the seriousness of the problem change with a person's own involvement in the situation.	

T.O.	ACTIVITIES	RESOURCES
7.2.2	3. James Baldwin said, "Not everything that is faced can be changed, but nothing can be changed until it is faced." Discuss the implications of this statement regarding helplessness and apathy.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 7.0 To develop an understanding of the impact of apathy and indifference in fostering inhumane conditions.

Objective : 7.3 To develop an awareness of the "commonality" of apathetic behavior in daily life.

Grade Level: High School

Terminal Objective(s): Students will be able to:

7.3.1 Give common examples of apathetic behavior.

7.3.2 Describe the observed results of the apathetic behavior they have described.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
7.3.1	1. Discuss events that are related to apathetic behavior. Use ERA as an example. Statistics show that most people are in favor of its passage. Why has it not been ratified?	
7.3.2	1. Ask students to name situations where they could have taken action and didn't and thereby "lost out." Were these "golden opportunities"? Would they do differently? 2. Study historical situations where there was no apathy displayed. Chart the causes and effects. Point out consequences of a lack of apathy. 3. Select a person you don't know well and do nice things for him/her for a week anonymously. After a week, ask students to report on how they felt doing these things. How did the persons feel who were "selected"?	

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T.O.	ACTIVITIES	RESOURCES
7.3.2	4. IALAC activity (Torn sign)	"IALAC" Resource Sheet (see Appendix)
	5. Using masking tape, put signs on each student's foreheads saying "Ignore me," "Praise me," etc. Determine how people felt as they walked around talking to others. (Do not reveal what is on the tape.)	
	6. Put a blank paper on persons' backs. Let them walk around and speak to each other. Before leaving each person must write something nice on the person's sign. Discuss feelings at the end (to get praise - you must give it).	"Self-Esteem Activity" Resource Sheet (see Appendix)

TEACHING ABOUT HUMAN RIGHTS

Goal : 7.0 To develop an understanding of the impact of apathy and indifference in fostering inhumane conditions.

Objective : 7.4 To develop an understanding of "responsibility"/"right."

Grade Level: High School

Terminal Objective(s): Students will be able to:

7.4.1 Define responsibility.

7.4.2 Define right.

7.4.3 Give examples which show the difference between responsibility and right.

7.4.4 Discuss what kinds of behavior result from only taking advantage of one's rights without putting into practice accompanying responsibilities.

7.4.5 Given a hypothetical case, determine what the responsibility of the person involved was, what was his/her right.

7.4.6 Explain how parents and their children might get into conflict over the issues of responsibilities and rights as children grow older.

*** Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
7.4.1	1. Define responsibility.	
7.4.2	1. Define right.	
7.4.3 7.4.4 7.4.5 7.4.6	1. Distribute the " Categorizing" Sheet. Ask students to identify the twenty-five items as rights, duties, or privileges. Discuss.	"Categorizing" Resource Sheet (see Appendix)
	2. Distribute the "Youth: Rights and Privileges - Obligations and Responsibilities" Resource Sheet. Direct students to label the statements true or false. Discuss.	"Youth: Rights and Privileges - Obligations and Responsibilities" Resource Sheet (see Appendix)

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TEACHING ABOUT HUMAN RIGHTS

Goal : 7.0 To develop an understanding of the impact of apathy and indifference in fostering inhumane conditions.

Objective : 7.5 To become knowledgeable about specific historical events in which "apathy" was a dominant force.

Grade Level: High School

Terminal Objective(s): Students will be able to:

* 7.5.1 Give three examples of historical events where the results were affected by apathetic behavior.
* 7.5.2 Give three examples of historical events where involvement shaped the results.
* 7.5.3 Describe how apathetic behavior is actually a stand in favor of the status quo.
* 7.5.4 Identify ways in which apathy, a lack of information and/or education could perpetuate alienation and powerlessness.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
7.5.1	1. Using a world history or American history text, develop a list of historical events which were affected in some way by the apathetic behavior of others. Brainstorm how things may have turned out differently in the course of human events if others had made an attempt to intervene.	History texts
7.5.2	1. Using a world history or American history text, identify historical events which were characterized by involvement of others. Determine how they may come about differently if apathy had existed instead.	History texts
7.5.3	1. Hypothesize what life would be like for individuals without the following: G.I. Bill, Affirmative Action, Extended Suffrage, Rights for the Handicapped.	

T.O.	ACTIVITIES	RESOURCES
7.5.4	1. Divide the class into groups of two. Blindfold one student in each group. Give the teams several tasks to perform. After all groups have completed the tasks, ask them to debrief paying special attention to their feelings during the experiment and the role of trust.	
	2. Show a film on a historical event in which apathy was evident.	See Audio-Visual Listings

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Goal : 7.0 To develop an understanding of the impact of apathy and indifference in fostering inhumane conditions.

Objective : 7.6 To develop the ability to identify and cope with situations influenced by apathy.

Grade Level: High School

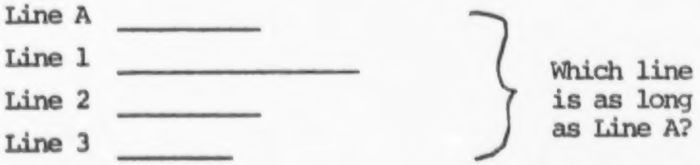
Terminal Objective(s): Students will be able to:

7.6.1 List ways in which an individual could take a stand, given a list of current events where apathy is a factor.

7.6.2 Demonstrate that they have taken some concrete action on a current event which is currently being affected by apathy.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
7.6.1 7.6.2	1. Make a list of what students care about and don't care about. What can be the consequences of caring? What sorts of things could be changed if students were not apathetic?	
	2. Using the newspaper, cut out articles about people who are not indifferent to the world around them and are taking action. Display these on a bulletin board.	Newspapers
	3. While watching television, make a list of those programs that provide public service announcements or information for those in need. Using standard references, such as the telephone book, list ten social agencies. For each one, write a sentence indicating the services they provide.	Telephone Book
	4. Bring in an editorial or a political cartoon related to issues that people should care more about. Discuss why the articles were selected. Explain what is illustrated.	Media

T.O.	ACTIVITIES	RESOURCES
7.6.1 7.6.2	5. Draw the following on the board:  Line A Line 1 Line 2 Line 3 Which line is as long as Line A? With a small group, prearrange for them to answer with one obviously wrong response. Ask the question and then ask members of the small group to answer the question out loud. Once they have all answered, ask "uninformed" members of the class to respond. Determine how many will conform to the wrong response provided by the original group. How many did not conform to the group's answer? Why did others conform? Discuss.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 8.0 To develop the understanding that racism, sexism and genocide have been the results of political and economic structures of particular societies.

Objective : 8.1 Describe how politics and economics can influence negative behavior in people.

Grade Level: High School

Terminal Objective(s): Students will be able to:

*8.1.1 Define politics.
*8.1.2 Define economics
8.1.3 List 25 kinds of negative behavior.
*8.1.4 Give examples, utilizing the example of women, Jewish-Americans, Hispanic-Americans, Japanese-Americans, Arab-Americans, Black Americans, Native Americans, and Armenians, of how politics and/or economics influenced action that denied them basic human rights.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
8.1.1	1. Define "politics." List activities that are related to it.	*Harvard Encyclopedia of American Ethnic Groups*
8.1.2	1. Define "economics." List those activities which are considered economic.	
	2. Using newspaper headlines, ask students to decide if each article deals with economics, politics or both.	
8.1.3 8.1.4	1. Use the audio-visual listings to obtain a film or filmstrip on negative behavior. Debrief.	Audio-Visual Listings
	2. Use the "Occupational Prestige Scale" to point out stratification in society. Debrief. Students should discuss whether or not they agree with the ratings. How would the ratings look if they were compiled in the present year?	"Occupational Prestige Scale - 1963" Resource Sheet (see Appendix)

T.O.	ACTIVITIES	RESOURCES
8.1.3 8.1.4	3. Using the number of groups listed in the terminal objective, split the class into research teams. Assign each team one of the listed groups. Ask students to report on the research through a panel presentation or bulletin board display.	
	4. Show the filmstrip, "The Distorted Image." Debrief.	"The Distorted Image" Filmstrip
	5. Look at the sheet entitled "Percent of Persons of Voting Age Who Reported Registering and Voting, by Region, for Presidential Elections: 1964 to 1976." Determine if a political trend is shown and discuss the implications of voting or not voting on one's circumstances.	"Percent of Persons of Voting Age Who Reported Registering and Voting, by Region, for Presidential Elections: 1964 to 1976" Reference Sheet (see Appendix) U.S. Department of Commerce, Bureau of the Census. *The Social and Economic Status of the Black Population in the United States: An Historical View, 1790-1978.* (Washington, D.C.: Government Printing Office, 1970), p. 145.
	6. Look at the two sheets, "Number and Percent of Persons Below the Poverty Level: 1959 to 1974" and "Unemployment Rates: 1948 to 1975." How have past hiring practices affected the economic status of Blacks in the United States? Is the gap narrowing or becoming wider? Discuss.	"Number and Percent of Persons Below the Poverty Level: 1959 to 1974" Resource Sheet and "Unemployement Rates: 1948 to 1975" Resource Sheet (see Appendix) U.S. Department of Commerce, pages 24 and 59.

Goal	:	8.0	To develop the understanding that racism, sexism and genocide have been the results of political and economic structures of particular societies.
Objective	:	8.2	Describe how racism can support economic and political power systems.

Grade Level: High School

Terminal Objective(s): Students will be able to:

8.2.1 Define racism.

8.2.2 Define prejudice.

8.2.3 Identify four groups that have suffered throughout the world because of racism.

8.2.4 Identify why the group in power in the four examples given, felt the necessity to perpetuate racism.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
8.2.1	1. Administer the "Racial and Ethnic Minorities: Self Test." Debrief.	"Racial and Ethnic Minorities: Self Test" Resource Sheet (see Appendix)
	2. Give the "Self Test: How Ethnocentric Are You?" Discuss the results. Discuss how attitude leads to behavior.	"Self Test: How Ethnocentric Are You?" Resource Sheet (see Appendix)
	3. Show the film "The Eye of the Storm." Complete the questions on the accompanying worksheet and discuss.	"The Eye of the Storm" Resource Sheet (see Appendix)
8.2.2	1. Watch reruns of two programs like Archie Bunker, The Jeffersons, Good Times, Sanford and Son and Barney Miller. What would you have learned about Blacks, Whites, Puerto Ricans, women and those who are "different" if these films were the only sources of information? Quote various comments as "evidence."	

T.O.	ACTIVITIES	RESOURCES
8.2.3	1. Allow students to select a group for researching which has suffered from racism. Suggestions for reports can include: African slaves, Oriental Jews in Israel, Black residents in South Africa, Aborigines of Australia, Native Tasmanians and other groups. Report orally on information obtained.	
	2. Distribute copies of "Research on Prejudice and Discrimination" which contains six case studies. Also distribute the worksheet "Attitudes and Behavior." Ask students to read the cases and complete the worksheet. Discuss student answers.	"Research on Prejudice and Discrimination" and "Attitudes and Behavior" Resource Sheets (see Appendix)
8.2.4	1. Complete a cause and effect chart on the groups selected by the class in 8.2.3, #1.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 8.0 To develop the understanding that racism, sexism and genocide have been the results of political and economic structures of particular societies.

Objective : 8.3 Compare the Armenian genocide to the Holocaust of World War II.

Grade Level: High School

Terminal Objective(s): Students will be able to:

- * 8.3.1 Write three factual paragraphs detailing the specifics regarding: how, when, why, where, and who was involved in the Armenian genocide and another three detailing the Holocaust of World War II.
- * 8.3.2 Use the factual paragraphs to compare and contrast the two genocides.
- * 8.3.3 Define genocide.
- * 8.3.4 Locate Armenia on a map.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
8.3.1 8.3.2	1. Read "Hangman" to the class or show the film. Discuss and react.	"Hangman" by Maurice Ogden (see Appendix)
	2. Obtain a description of the caste system of India. Compare it to genocide and Holocaust in its effects on people.	Armenian Holocaust (see Appendix)
	3. Using the audio-visual and library listings in the back of this guide, select a film on the Armenian Genocide and show it to the class. Ask students to write three factual paragraphs based on the film. Read aloud to the class the chapter on the Holocaust from Exodus or another book. Ask students to write three factual paragraphs based on the written work.	Southfield Public Schools' The Struggle for Human Dignity (Part I) - The Democratic Ethic The Struggle for Human Dignity (Part II) - The Holocaust
	4. Using history texts and other available sources, review and analyze the pictures and their captions on the Holocaust which are included in the texts. What emotional impact do they have on the viewer? Why or why not? Discuss.	History texts Anti-Defamation League materials 163 Madison Detroit, Michigan 48226 West African Past: Black Peoples and Cultures South of the Sahara

T.O.	ACTIVITIES	RESOURCES
8.3.3	1. Define the terms genocide and Holocaust using the dictionary. Redefine the terms using other sources. What is the definition of genocide as defined by the United Nations?	
	2. Discuss: What institutional patterns are necessary to foster genocide? Give examples from various groups.	
8.3.4	1. Locate Armenia on a map. Is it there? Using a historical atlas, check to see when it did exist as a sovereign nation. Color it in on an existing desk outline map.	
	2. Using an historical atlas, locate the homelands of various tribes of Native Americans. Color these in on a desk outline map of the United States. Using a current map, trace what is left of their homelands or reservations.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 8.0 To develop the understanding that racism, sexism and genocide have been the results of political and economic structures of particular societies.

Objective : 8.4 List ways in which sexism has prevented men and women from creating a better world.

Grade Level: High School

Terminal Objective(s): Students will be able to:

8.4.1 Define sexism.
8.4.2 Give examples of sex role stereotyping in
  a. careers
  b. family life.
8.4.3 Hypothesize how stereotyping by sex could hurt a family and a community.
8.4.4 Describe eight ways that sexism throughout history has prevented women from taking a full role in the advancement of humanity.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
8.4.1 8.4.2	1. Distribute copies of "Sex Roles in Three Primitive Societies." After reading the three examples, discuss the accompanying questions.	"Sex Roles in Three Primitive Societies" Resource Sheet (see Appendix)
	2. Using images of women as portrayed on television, ask students to write their own definition of sexism.	
	3. Ask students to create collages or posters of active men or active women (must be doing something, not just standing in a pose). Put all the posters of men on exhibit on one side of the room. Put the posters of women on another wall. Study the images presented. What roles are shown for each sex?	
	4. Distribute copies of the "Sex Role Behavior" worksheet to all students in the class. Identifying themselves only by sex, ask each group to check off characteristics of a mature, healthy, socially competent adult male and a mature, healthy, socially competent adult female. Grid the results based on:	"Sex Role Behavior" Resource Sheet (see Appendix)

T.O.	ACTIVITIES	RESOURCES
8.4.1 8.4.2	a. how females viewed themselves, b. how females viewed males, c. how males viewed themselves, d. how males viewed females.	
	Compare the results and react.	
	5. Look at the occupations listed on the "Occupational Prestige Scale." Determine whether the occupations are historically and traditionally male or female. Discuss and react.	"Occupational Prestige Scale" Resource Sheet (see Appendix)
	6. Distribute copies of "Who Runs America?" Complete the worksheet individually then compare the class' answers. Discuss and react.	"Who Runs America?" Resource Sheet (see Appendix)
	7. Watch advertisements for products as shown on television. Make a list of stereotyping used in the ads.	
	8. Look at the role of "sexploitation" in ads. Make a collage or bulletin board enumerating examples.	
	9. Using only television programs as sources of information, describe the characteristics and roles of men and women as portrayed.	
	10. Read to the class the poems, "What Are Little Girls Made Of" and "What Are Little Boys Made Of." Ask the class to make a more contemporary poem describing the two groups.	
	11. Make a chart with a list of occupations across the top. Fill in the chart with famous males who held these occupations. Fill in the same chart with females who have also shared those occupations (writer, soldier, politican, religious leader, educator, scientist, etc.).	

T.O.	ACTIVITIES	RESOURCES
8.4.3	1. Look at the topic of sexual harassment on the job. Keep a bulletin board containing current news clippings of reported incidents. Discuss its effects on all those involved.	
	2. Discuss: "Have you been able (or not been able) to do something because of your sex?" Look at differential rules and roles in a school or societal setting.	
8.4.4	1. How did women get stereotyped? Trace the origin of traditional sex roles by creating a timeline throughout history developing this theme.	
	2. Discuss the assignment of genders to various items like hurricanes, countries, Father Time, Mother Nature, etc.	
	3. Look at the sheets "Civilian Labor Force Participation Rates, by Sex, for Selected Years: 1910 to 1970" and "Median Income of Black Families, by Type of Family and Labor Force Status of Wife: 1964, 1969, and 1974." How have hiring factors limited the role women could play in advancing humanity?	"Civilian Labor Force Participation Rates, by Sex, for Selected Years: 1910 to 1970"Resource Sheet (see Appendix) "Median Income of Black Families, by Type of Family and Labor Force Status of Wife: 1964, 1969, and 1974" Resource Sheet (see Appendix) U.S. Department of Commerce. The Social and Economic Status of the Black Population in the United States: An Historical View: 1790 - 1978. (Washington, D.C.: Government Printing Office, 1980), pp. 58 and 23.

TEACHING ABOUT HUMAN RIGHTS

Goal : 8.0 To develop the understanding that racism, sexim, and genocide have been the results of political and economic structures of particular societies.

Objective : 8.5 Explain how wars often provide irrational excuses for inhumane behavior.

Grade Level: High School

Terminal Objective(s): Students will be able to:

8.5.1 Brainstorm a list of behaviors that might be exhibited by people during times of war.

8.5.2 Define the process of rationalization.

8.5.3 Choose three inhumane behaviors which might occur during wartime and rationalize them as good.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
8.5.1	1. Complete the following analysis of wars by charting. Develop a list of wars. In each column provide the following information: belligerents causes of war location date and duration effects on civilians types of weapons consequences.	
8.5.2	1. Develop a list of activities that might occur during wartime that do not ordinarily happen during peacetime. Next to each give a statement that might be used to rationalize such behavior.	
8.5.3	1. Of the following historic incidents, select any three. List the negative effects of their use, then rationalize them as good anyway.	

T.O.	ACTIVITIES	RESOURCES
8.5.3	a. Dropping of the atomic bomb on Nagasaki and Hiroshima; b. Use of poisonous gas in World War I; c. Use of defoliants in Viet Nam; d. Inquisition; e. Scorched earth policy.	
	2. Distribute to students or read to them "The Milgram Experiment." Ask them to write a paragraph indicating what action they would have taken if they were involved in the electric shock experiment. Ask them to write a second paragraph explaining their rationale for such a decision. Read several paragraphs to the class and discuss.	"The Milgram Experiment" Resource Sheet (see Appendix)

TEACHING ABOUT HUMAN RIGHTS

Goal : 8.0 To develop the understanding that racism, sexism and genocide have been the results of political and economic structures of particular societies.

Objective : 8.6 Examine the examples of the Holocaust and Japanese internment comparing likenesses and differences.

Grade Level: High School

Terminal Objective(s): Students will be able to:

* 8.6.1 Construct a chart giving the basic facts of the Japanese internment and the Holocaust.

* 8.6.2 Compare how the two events were alike.

* 8.6.3 Show how the two events were different.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
8.6.1 8.6.2 8.6.3	1. Investigate the treatment of "enemy" ethnic groups in the United States during World Wars I and II. Compare and contrast similarities and differences.	
	2. Contact a local veterans organization to arrange for a speaker regarding war activities during World War II.	
	3. From the listing of audio-visual materials, select films or filmstrips based on the two incidents. Compare them in terms of tone and the information provided.	
	4. Read to the class short accounts of the Japanese internment and the Holocaust. Construct a chart showing similarities and differences.	
	5. Read "Hangman" to the class. Ask students to relate its lessons to the two situations.	"Hangman" Resource Sheet (see Appendix)

TEACHING ABOUT HUMAN RIGHTS

Goal : 8.0 To develop the understanding that racism, sexism and genocide have been the results of political and economic structures of particular societies.

Objective : 8.7 Give examples of persons who were leaders in the fight against: a) racism, b) sexism, c) genocide in the United States and around the world.

Grade Level: High School

Terminal Objective(s): Students will be able to:

8.7.1 Name two leaders against sexism in the United States.
8.7.2 Name two leaders against sexism around the world.

8.7.3 Name two leaders against racism in the United States.
8.7.4 Name two leaders against racism around the world.

*8.7.5 Name two leaders against genocide in the United States.
*8.7.6 Name two leaders against genocide around the world.

*8.7.7 Explain the goals of each struggle.

*** Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
8.7.1 8.7.2 8.7.3 8.7.4	1. Identify national, state and local organizations that work against sexism and racism in the United States and the world.	
8.7.5 8.7.6 8.7.7	1. Select a person who has worked against sexism, racism or genocide as a research subject. View a film or filmstrip or read a biography about the person selected. Share the information with the class.	

T.O.	ACTIVITIES	RESOURCES
8.7.5 8.7.6 8.7.7	2. Select a poem or short essay on the three topics of sexism, racism and genocide. Read them to the class. Discuss their effectiveness. 3. Peruse the listings of books on the subjects of racism, sexism, genocide. Select one book and read it. Report on the book.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 8.0 To develop the understanding that racism, sexism and genocide have been the results of political and economic structures of particular societies.

Objective : 8.8 Compare the Atlantic slave trade to the displacement of Native Americans from their lands.

Grade Level: High School

Terminal Objective(s): Students will be able to:

8.8.1 Describe the Atlantic slave trade system.

8.8.2 Describe the systematic displacement of Native Americans from their lands.

* 8.8.3 Identify ways in which the political system supported these two events.

* 8.8.4 Identify ways in which the economic system supported these two events.

* 8.8.5 Identify ways in which racism supported their policies.

* 8.8.6 Compare and contrast how the forces of politics, economics and racism affected each group.

*** Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
8.8.1	1. Gustavas Vasa was eleven when he was taken on a slave ship to Virginia. Read his account of "Life on Board a Colonial Slave Ship." Discuss. Review illustrations of the floor plans of slave ships.	Katz, William Loren. Eyewitness: The Negro in American History. New York: Pitman Publishing Company, 1969. PP 32-33,6. The West African Past: Black Peoples and Cultures South of the Sahara

T.O.	ACTIVITIES	RESOURCES
8.8.1	2. Develop a list of stereotypes historically used to exploit slaves and later the freedmen. Compare these stereotypes with cartoons, sketches and illustrations used in outdated books and history texts. Discuss.	
8.8.2	1. Develop a list of stereotypes historically used to exploit Native Americans. Compare these stereotypes with cartoons, sketches and illustrations used in outdated books and history texts. Discuss.	Josephy, Jr., Alvin M. The Indian Heritage of America. New York: Alfred A. Knopf, 1970. Pp. 3-9.
	2. Using a desk outline map of the United States, trace early Indian tribal locations. Then trace present day Indian lands.	
8.8.3 8.8.4 8.8.5 8.8.6	1. Use the Constitution and the Declaration of Independence to see how both groups were denied equal protection. Locate and quote specific references from the documents which pertain.	
	2. Compare census data on the population of Native Americans pre-Columbus and now. Discuss the implications. Discuss the reservation system. List its positive and negative features.	
	3. Look into the history of the Bureau of Indian Affairs. Why is it viewed in a negative light by Native American groups? Why is it still in existence? Discuss in a debate format: "Should Native Americans become assimilated into the general population?"	
	4. Find a newspaper article regarding the Native populations and the U. S. or Canadian governments regarding economic settlements. What are the problems involved? How many parties are affected?	

T.O.	ACTIVITIES	RESOURCES
8.8.3 8.8.4 8.8.5 8.8.6	5. Compare the British and French view with the Spanish view of Blacks and Native populations regarding their treatment. Investigate both attitude and behavior.	
	6. Using a historical atlas, trace the movement westward of Native groups (Trail of Tears). Investigate the significance of Triangular Trade and the movement of slaves.	The West African Past: Black Peoples and Cultures South of the Sahara
	7. Using the telephone book, look at a listing of Detroit schools. Who are they named after? What did these people do? Investigate the lives and work of those who are related in some way to the topic for this objective. Share the information with the rest of the class.	
	8. Using the booklet *Blacks in Detroit*, split the class into groups. Assign each group a category from which to choose an article. Have students report on their articles using a news format.	
	9. Look at the sheet, "Life Expectancy at Birth, by Sex, for Selected 3-Year Averages, 1900-02 to 1959-61, and Single-Year Data, 1970 and 1974." Discuss what the graph reveals and determine possible causes of such information.	"Life Expectancy at Birth, by Sex, for Selected 3-Year Averages, 1900-02 to 1959-61, and Single-Year Data, 1970 and 1974." Resource Sheet (see Appendix) Department of Commerce, page 115.

TEACHING ABOUT HUMAN RIGHTS

Goal : 9.0 To develop the understanding that people have historically striven to make their world a better place in which to live.

Objective : 9.1 List three historical events which illustrate humanity's desire to make the world a better place.

Grade Level: High School

Terminal Objective(s): Students will be able to:

* 9.1.1 List three events which illustrate people's commitment to make the world a better place.

* 9.1.2 Explain why the chosen three events were significant for humanity.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
9.1.1 9.1.2	1. Make a long list of events which made a significant impression on life in the world. Compare the event's objective with its consequences. Were the consequences significant? Did they have positive or negative influences on life? Try to reach consensus on the three most significant events. Why were these three selected?	
	2. Study the following as influences which illustrate people's commitment to make the world a better place: - the Ten Commandments - Buddha's Eightfold Noble Path - the Negative Confessions of Ancient Egyptians	"The Eightfold Noble Path" Resource Sheet (see Appendix) "The Negative Confession" Resource Sheet (see Appendix)

TEACHING ABOUT HUMAN RIGHTS

Goal : 9.0 To develop the understanding that people have historically striven to make their world a better place in which to live.

Objective : 9.2 Describe what efforts are being undertaken today to improve the world.

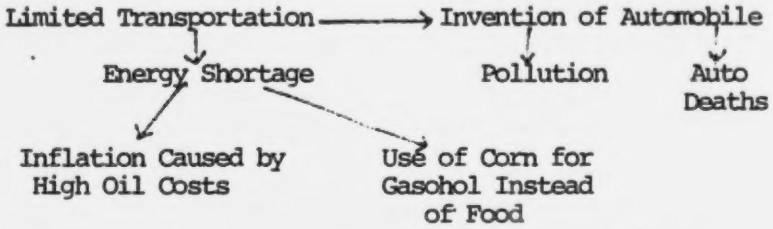
Grade Level: High School

Terminal Objective(s): Students will be able to:

9.2.1 List ways in which people are protecting the environment.
* 9.2.2 List ways in which people are working for human rights.
9.2.3 List ways in which people are using science and technology to solve problems.
* 9.2.4 List ways in which people are working together for peace and conflict resolution.
9.2.5 List ways in which people are developing alternative energy sources.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
9.2.1	1. Show the instructional sound film, "1985." Show Parts 1, 2 and 3. This film is a fictionalized newscast that underscores the ever-increasing devastation of the environment. The "newcast" technique is employed to blast through the apathy displayed by many and to lend an air of imminence to the problem. Discuss the possibilities suggested by the film.	Order Number: S9864
	2. Show the instructional sound film, "The River." It shows the history of the Mississippi River, what it has done and what man has done to it. It also shows what we should do in the future if we are to avoid soil and lumber losses, and the disastrous effects of floods.	Order Number: S1542
	3. Contact various conservation clubs for posters related to Earth Day and other days which emphasize care of the environment. Display the posters.	Conservation Education Materials National Wildlife Federation 1412 16th Street NW Washington, D.C. 20036

T.O.	ACTIVITIES	RESOURCES
9.2.2	1. Almost everyday in newspapers and magazines there are stories and ads of people and organizations working on behalf of human rights. For a week (or a month) ask students to be alert for these items. Prepare a bulletin board display on all of these. Discuss the wide range of assistance being provided.	
9.2.3	1. Make a list of "problems" and then the inventions which "cured" or provided solutions for them thanks to science and technology. Discuss what further problems have resulted. Example:  Limited Transportation Invention of Automobile Energy Shortage Pollution Auto Deaths Inflation Caused by High Oil Costs Use of Corn for Gasohol Instead of Food 2. Using information from futurists, explain to the students that the future can be viewed in three ways: possible, probable and preferred. Take a situation which may be solved through science and/or technology and discuss its possible solutions based on what is possible, probable and preferred. 3. Ask students to predict what they will be doing in ten years. Analyze current actions they are taking to prepare for such a future. Discuss goal setting.	
9.2.4	1. Study the variety of ways to resolve conflict. Deal with problems on four levels.	

T.O.	ACTIVITIES	RESOURCES
9.2.4	PROBLEM ONE: A friend borrows your bicycle and gets a flat tire. - Determine where you would fit on the continuum. Ignore Problem Sue Mediation Arbitration Fight	
	PROBLEM TWO: Use the newspaper to find a case on racial or sexual harassment. - Determine what techniques can be useful for a solution.	
	PROBLEM THREE: Japanese fishing fleets kill large numbers of dolphins while fishing for tuna. - What techniques can resolve this international problem?	
	PROBLEM FOUR: Mock trial: Thermal Pollution - Using "Thermal Pollution: Background Material for a Mock Trial," set up a mock trial in your classroom.	"Thermal Pollution: Background Material for a Mock Trial" Resource Sheet (see Appendix)
9.2.5.	1. Use teaching kits on energy and the environment provided by Detroit Edison. Discuss alternative energy sources and conservative use of energy.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 9.0 To develop the understanding that people have historically striven to make their world a better place in which to live.

Objective : 9.3 List five important "firsts" in the area of human rights.

Grade Level: High School

Terminal Objective(s): Students will be able to:

- * 9.3.1 Outline briefly the history of human rights in the United States.
- * 9.3.2 Identify at least three important human rights decisions made outside the United States.
- * 9.3.3 List five important "firsts" in the area of human rights.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
9.3.1 9.3.2 9.3.3	1. Consult the Human Rights Calendar provided in this guide and timelines provided in most history books for significant events in history. Create your own timeline on significant accomplishments in human rights. 2. Create a Human Rights Timeline for your own ethnic, age or interest group. 3. From the following list of items, determine if an important "first" in history occurred or if it was a significant "other." Discuss their implications. Nuhremberg Trials, Geneva Convention, Code of Hammurabi, Magna Carta, Declaration of the Rights of Man, British Toleration Acts, Ten Commandments, Treaty of Versailles, Negative Confessions of the Ancient Egyptians	Human Rights Calendar (see Appendix)

Goal : 9.0 To develop the understanding that people have historically striven to make their world a better place in which to live.

Objective : 9.4 Give examples of how technology and research have affected food production.

Grade Level: High School

Terminal Objective(s): Students will be able to:

9.4.1 Give examples of how technology has increased food production.

9.4.2 Give examples of how research has increased food production.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
9.4.1 9.4.2	1. Using the audio-visual listings, select a film showing advancements in food production due to technology and research. What further advancements are predicted? What global consequences can be seen? 2. Ask students to report on researchers who have been significant in furthering knowledge of food production (Mendel, Burbank, Carver). 3. Write for a seed catalog. Look at the new hybrids being placed on the market. Why were they developed? What are the advantages? 4. Working as teams, ask students to research Japanese hydroponics, the use of seaweed as food sources and Irish coastal farming. What other areas of the world are notable for advancements in food production?	See Audio-Visual Listings

T.O.	ACTIVITIES	RESOURCES
9.4.1 9.4.2	5. Write to the company producing Thornapple Valley products. Ask for information on the use of soy protein in the products. Discuss non-meat protein sources.	
	6. Additives have been added to food products for various reasons. Discuss the advantages of their use. Discuss also the negative features of their use.	
	7. Discuss the problems with Nestle products in Third World countries. How did their use lead to malnutrition?	
	8. Look at a map of the world divided into consumers vs. producers categories. What global implications can be seen regarding nutrition, food production and distribution?	

TEACHING ABOUT HUMAN RIGHTS

Goal : 9.0 To develop the understanding that people have historically striven to make their world a better place in which to live.

Objective : 9.5 List five important contributions in the field of medicine and the persons responsible.

Grade Level: High School

Terminal Objective(s): Students will be able to:

9.5.1 List the names and contributions of five persons responsible for important contributions in the field of human medicine.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
9.5.1	1. Discuss the mixed blessings of medicine: longevity vs. quality of life average life span comparisons (U.S., World, group) 2. Interview relatives and others who are older. How many children, brothers and sisters did they have? How many reached adulthood? How old was (is) the oldest member of the family? Do any family members have diseases or problems that may have caused sure death years ago? Discuss the implications of modern medicine on the information obtained through the interviews. 3. Ask each student to complete a survey based on his/her four grandparents. How many are still alive? Are they male or female? When the student's parents were this age, how many grandparents were still alive? Were they male or female? Compare the sets of data. Debrief.	

T.O.	ACTIVITIES	RESOURCES
9.5.1	4. Use the library to investigate statistics on life expectancy in various countries. If possible, also determine age distributions of each country. Are populations growing older, younger, smaller, greater? Look also at infant mortality rate, death rate, spin-offs and consequences of population statistics. 5. What are the consequences of a population majority which is growing progressively older? What are the consequences to a nation of a population majority which is growing progressively younger? Are there differences? Why or why not? 6. Discuss Thomas Malthus' theory regarding population. Relate it to present world population. 7. Discuss: Will there still be a Social Security system when you retire? Will you have enough money to live well?	

TEACHING ABOUT HUMAN RIGHTS

Goal : 9.0 To develop the understanding that people have historically striven to make their world a better place in which to live.

Objective : 9.6 Describe the efforts of environmental researchers in modern times.

Grade Level: High School

Terminal Objective(s): Students will be able to:

9.6.1 Make a list of at least four areas in which environmental research has recently produced positive results.

9.6.2 Identify three goals environmental researchers are trying to meet.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
9.6.1 9.6.2	1. Write to national conservation clubs for informational packets. What is the theme for the year? Why was it selected? What kind of activities does the club sponsor?	
	2. Divide the class into groups of three. Ask each group to select as its name a city or community along the Detroit River. Canadian cities should also be included. Discuss the following problem: "Who owns the Detroit River? How much sewage can each city be allowed to dump into the river? " Each mayor and council should pass laws for their own cities regarding water use. Bring the mayors together to pass one regional set of laws regarding water use. Have other students represent special interest groups who wish to ask for concessions from different cities in which they are located (Detroit Edison, Dow Chemical, Ford Motor Company).	

T.O.	ACTIVITIES	RESOURCES
9.6.1 9.6.2	3. Read Rachel Carson's Silent Spring. Identify areas of exploitation and ruin of the environment.	
	4. Obtain information from Detroit Edison on their program to cut down on their pollution of the Detroit River. Discuss what still remains to be done.	
	5. Put a map of the United States on the bulletin board. Using pins, locate places identified in newspaper articles as sources of pollution. Note the frequency of new pins in the map. Put a different colored pin on the map to identify environmental clean-up efforts.	
	6. Make a list of industries that are significant in our economy. Next to each identify problems they create for our environment.	
	7. Show a film on environmental problems in the Great Lakes area. Discuss possible solutions.	
	8. Invite a speaker from a government agency regarding rules and regulations which aim to protect consumers.	
	9. Using the "Thermal Pollution: Background Material for a Mock Trial" Resource Sheet, present a mock trial.	"Thermal Pollution: Background Material for a Mock Trial" Resource Sheet (see Appendix)
	10. Using the audiovisual listings, select a film for classroom use which deals with water rights and the use of dams on rivers.	
	11. Look at "animal rights" around the world. Discuss cross-cultural views of animals as food, pests and pets. Compare the Hindu beliefs regarding animals with the Western beliefs regarding use of animals. Identify endangered species. Look at dietary laws as related to the use of animals.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 9.0 To develop the understanding that people have historically striven to make their world a better place in which to live.

Objective : 9.7 Devise a personal "Friends of Humanity Hall of Fame" which includes at least ten different individuals.

Grade Level: High School

Terminal Objective(s): Students will be able to:

9.7.1 Identify at least ten persons to be included in a "Friends of Humanity Hall of Fame."

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
9.7.1	1. Ask students to identify a list of "heroes" who have tried to make the world a better place to live. Rank order the names and develop a list of the top ten. Identify a list of ten "fiends" who have done just the opposite. Discuss what problems these persons or institutions created.	
	2. Look at *Time* Magazine covers going back over many years. Identify persons on those covers who were instrumental in making the world a better place to live.	*Time* Magazine

TEACHING ABOUT HUMAN RIGHTS

Goal : 10.0 To destroy the myths and stereotypes about different people.

Objective : 10.1 Define stereotype.

Grade Level: High School

Terminal Objective(s): Students will be able to:

10.1.1 Define stereotype.

10.1.2 Give an example of stereotyping.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
10.1.1	1. Distribute the "Adjectives and Stereotyping" Resource Sheet. Using one or more adjectives complete the open-ended statements. Discuss the answer choices in the light of stereotyping.	"Adjectives and Stereotyping" Resource Sheet (see Appendix)
	2. Give examples of ethnic jokes. Use the library to find material on the humor of various ethnic groups. Describe the group based solely on jokes. Trace stereotypic responses.	
	3. See Terminal Objective 8.4.	
10.1.2	1. Stereotypes are sometimes based on half-truths. Give examples.	
	2. Clip cartoons from the newspaper illustrating stereotyping. Explain the stereotype shown. View the filmstrip, "Treatment of Ethnic Groups in American History."	

T.O.	ACTIVITIES	RESOURCES
10.1.2	3. Ask the class to draw a representation of any ethnic group. Only one picture may be done at a time and every student must contribute one item to the picture. Analyze the completed picture. What additions are stereotypic? Discuss.	
	4. Read John Henry Clark's story, "The Boy Who Painted Jesus Black."	

TEACHING ABOUT HUMAN RIGHTS

Goal : 10.0 To destroy the myths and stereotypes about different people.

Objective : 10.2 Choose a stereotypic response from a list of responses.

Grade Level: High School

Terminal Objective(s): Students will be able to:

10.2.1 Select from a list of responses those which are stereotypic.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
10.2.1	1. Divide the class into small groups. Ask each group to select a group of persons (these can be ethnic, sex, occupational, religious, etc.). The group should then develop a list of items about the group of persons they have selected which most people believe are true about that group. In reality, they are developing a list of stereotypes. Turn the list into a questionnaire and distribute it to all persons in the class. Ask each student to cross out those items which are false. Circle those items they know from experience are true. In a debriefing session all students should share the information on their sheets. Discuss what items are truths, half-truths.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 10.0 To destroy the myths and stereotypes about different people.

Objective : 10.3 Give examples of sex and age stereotyping.

Grade Level: High School

Terminal Objective(s): Students will be able to:

10.3.1 Give two examples of sex stereotyping.

10.3.2 Give two examples of age stereotyping.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
10.3.1 10.3.2	1. See Terminal Objective 10.2.1. Change the emphasis from ethnic, religious and occupational groups to sex and age groups. 2. Make a listing of jokes based on sex and age. Is stereotyping involved? Would these jokes have the same affect if another sex or age group were substituted? What is the overall impression given by these jokes? 3. Clip cartoons in various newspapers and magazines which are based on sex or age stereotyping. How are the groups drawn? What is stereotypic about the drawings? 4. "Levy's Law" is a cartoon strip in the Detroit News which deals with a policewoman. Discuss stereotyping in this strip.	

T.O.	ACTIVITIES	RESOURCES
10.3.1 10.3.2	5. Look at the "Occupational Prestige Scale." What occupations have the most prestige? In which occupations are women most likely to be? How high are those occupations on the scale? Discuss the implications.	"Occupational Prestige Scale" Resource Sheet (see Appendix)
	6. Ask a female (teacher or student) to volunteer to empty the contents of her purse onto a table. Discuss the contents. What do the contents reveal about the owner? Ask a male (teacher or student) to empty his pockets onto a table. Discuss the contents. (Include the contents of the wallet if there is one.) What do the contents reveal about the owner? Compare the two piles, then contrast them. Can any inferences be drawn about the sexes based on the two piles? Discuss this aspect of sex stereotyping.	

Goal : 10.0 To destroy the myths and stereotypes about different people.

Objective : 10.4 Give examples of race stereotyping and ethnic group stereotyping.

Grade Level: High School

Terminal Objective(s): Students will be able to:

10.4.1 Give two examples of stereotyping by ethnic group.

10.4.2 Give two examples of stereotyping because of race.

*Starred terminal objectives indicate that they are taught at this level for the first time.

T.O.	ACTIVITIES	RESOURCES
10.4.1 10.4.2	1. Using the comics from local newspapers, determine if any comic strip is designed to address a specific ethnic or racial group. How are the ethnic or racial groups portrayed? Is anything stereotypic? Discuss the two strips, "Andy Capp" and "Lookin' Fine."	
	2. Look at the "Occupational Prestige Scale" Resource Sheet. Determine if any occupations are heavily represented by any particular ethnic or racial group. Where on the scale is its prestige? Discuss implications.	"Occupational Prestige Scale" Resource Sheet (see Appendix)
	3. Look at occupational listings in the Yellow Pages. Do any particular racial or ethnic groups seem to predominate any category? Why or why not? Does this affirm or deny any particular stereotype? Discuss.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 10.0 To destroy the myths and stereotypes about different people.

Objective : 10.5 Describe how stereotypes can prejudice and influence judgment.

Grade Level: High School

Terminal Objective(s): Students will be able to:

10.5.1 Identify, when given an example, how a person's judgment was influenced/prejudiced by the stereotypes that they had.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
10.5.1	1. Explain to the class Rosenthal's study on Self-Fulfilling Prophecy. In this study, students were randomly placed in groups and labelled "bright" or "dull." One group, labelled "bright" did better because of their perception of the teacher's expectations. How has this sort of expectation been used in different courses, e.g., female placement in mathematics or vocational courses? Discuss. 2. Look at the way the media ignores certain groups. Which groups are not shown in leadership roles? Discuss how the media's image affects how people conceive of themselves and how others view them. How could you destroy a group's feeling of self-worth if you owned a newspaper and used covert techniques? 3. Look the number of articles referring to specific groups in each day's newspaper. Add the totals. How adequately are groups represented? Are some sex or occupational groups ignored? Discuss the implications.	

T.O.	ACTIVITIES	RESOURCES
10.5.1	4. Use the Yellow Pages to make a study of occupations and businesses. Look at businesses and occupations by sex. How many construction businesses are owned by women? by men? Where are these located? Check an ethnic map of Detroit. Where are supermarkets located? Doctors? Used furniture stores? Do the same for other businesses of interest to the class. Use the TV Guide from either newspaper to get the same information.	
	5. Pin a map of Detroit on a bulletin board. Ask each student to locate his/her block and put in a pin for each vacant house. Use a different colored pin head to represent open businesses. Locate closed businesses. Locate churches. Locate service buildings like hospitals and neighborhood city halls. Discuss what the completed map shows.	
	6. Using the TV Guide, identify television programs geared for specific groups. Identify when these shows are broadcast. Discuss.	

TEACHING ABOUT HUMAN RIGHTS

Goal : 10.0 To destroy the myths and stereotypes about different people.

Objective : 10.6 List five stereotypes and describe how they will try and change them.

Grade Level: High School

Terminal Objective(s): Students will be able to:

10.6.1 Make a comprehensive list of their personal stereotypes.

10.6.2 Select five stereotypes that they presently have and make a plan on how they will actively work to change the stereotypes which affect their interpersonal relations adversely.

***Starred terminal objectives indicate that they are taught at this level for the first time.**

T.O.	ACTIVITIES	RESOURCES
10.6.1 10.6.2	1. Ask students to take a closer look at their environment (the school, the city, their friends, their relatives, their neighborhood). Students should each contribute one photograph, drawing, cartoon, poem, etc. about an item or person which was previously seen in a negative light but now can be revealed in a positive way. Form the contributions into a collage on the bulletin board. In a sharing session, ask students to reveal what brought about the change from negative to positive perceptions.	